

# THE AMERICAN PSYCHOLOGIST

VOLUME 5



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# THE AMERICAN PSYCHOLOGIST

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 Howard F. Hunt, 1949  
 Donald B. Lindsley, 1949, Chairman  
 O. Hobart Mowrer, 1949  
 John M. Stalnaker, 1949  
 Neil D. Warren, 1949

## COMMITTEE ON INTRAPROFESSIONAL RELATIONSHIPS IN PSYCHOLOGY

Edward S. Bordin, 1949  
 Harold M. Hildreth, 1949  
 William McGehee, 1949  
 James G. Miller, 1949  
 Milton A. Saffir, 1949  
 Carroll L. Shartle, 1949, Chairman  
 E. G. Williamson, 1949  
 Angus Campbell, 1950

## COMMITTEE ON TEST STANDARDS

Edward S. Bordin, 1950  
 Herbert S. Conrad, 1950  
 Lee J. Cronbach, 1950, Chairman  
 Lloyd G. Humphreys, 1950  
 Paul E. Meehl, 1950  
 Donald E. Super, 1950

AMERICAN PSYCHOLOGICAL ASSOCIATION  
REPRESENTATIVES TO OTHER  
ORGANIZATIONSAMERICAN ASSOCIATION FOR THE ADVANCEMENT OF  
SCIENCE

Lyle H. Lanier (1949-51)  
 Frank A. Geldard (1950-52)

## NATIONAL RESEARCH COUNCIL

Carney Landis (1948-51)  
 Donald B. Lindsley (1948-51)  
 R. Nevitt Sanford (1948-51)  
 W. J. Brogden (1949-52)  
 Starke R. Hathaway (1949-52)  
 Donald W. Taylor (1949-52)  
 Neal E. Miller (1950-53)  
 Clifford T. Morgan (1950-53)  
 David Shakow (1950-53)  
 Alfred L. Baldwin (1951-53)<sup>4</sup>  
 Judson S. Brown (1951-53)  
 W. N. Kellogg (1951-53)

<sup>4</sup> Term begins July 1951.

SOCIAL SCIENCE RESEARCH COUNCIL  
53)

Robert R. Sears (1945-47; 1948-50; 1950-53)  
 Lyle H. Lanier (1949-51)  
 Otto Klineberg (1950-52)

## AMERICAN DOCUMENTATION INSTITUTE

Herbert S. Conrad, 1949

## INTER-SOCIETY COLOR COUNCIL

Harry Helson, 1945, Voting Delegate  
 Louise L. Sloan, 1945, Voting Delegate, Chairman  
 Neil R. Bartlett, 1947, Voting Delegate  
 Sidney M. Newhall, 1945  
 H. R. Blackwell, 1947  
 Alphonse Chapanis, 1947  
 Henry A. Imus, 1948  
 Robert W. Burnham, 1949  
 Jozef Cohen, 1950  
 Michael J. Zigler, 1950

## NATIONAL COUNCIL ON REHABILITATION

Louis Long, 1945

AMERICAN STANDARDS ASSOCIATION, SECTIONAL  
COMMITTEE ON OPTICS

Sidney M. Newhall, 1947, Representative  
 Henry A. Imus, 1947, Alternate

INTERPROFESSIONAL COUNCIL OF MENTAL HYGIENE  
Fillmore H. Sanford, 1950

## WORLD FEDERATION FOR MENTAL HEALTH

Donald E. Super, 1950

## COMMITTEE ON MATHEMATICAL TRAINING OF SOCIAL SCIENTISTS

Clyde H. Coombs, 1950  
 Allen L. Edwards, 1950

AFFILIATED STATE PSYCHOLOGICAL  
ASSOCIATIONS

## California State Psychological Association

*Pres.*—Floyd L. Ruch

*Secy.-Treas.*—Dr. Paul R. Farnsworth

Department of Psychology  
 Stanford University  
 California

*Conf. Rep.*<sup>5</sup>—Neil D. Warren

<sup>5</sup> Conference Representatives are representatives to the Conference of State Psychological Associations.

Colorado Psychological Association

*Pres.*—Lawrence S. Rogers

*Secy.-Treas.*—Miss Margaret Thaler  
The Mental Hygiene Clinic  
Colorado Medical Center  
4200 E. 9th Avenue  
Denver 7, Colorado

*Conf. Rep.*—Lawrence S. Rogers

Connecticut State Psychological Association

*Pres.*—Elmer R. Hagman

*Secy.-Treas.*—Dr. Paul S. Burnham  
Drawer 1003 A  
Yale Station  
New Haven, Conn.

*Conf. Rep.*—Marion A. Bills

Delaware Psychological Association

*Pres.*—G. Gorham Lane

*Secy.-Treas.*—Mrs. Catharine L. Hultsch  
310 Beeson Avenue  
Hillcrest  
Wilmington 253, Delaware

*Conf. Rep.*—Wilson R. G. Bender

District of Columbia Psychological Association

*Pres.*—Harry J. Older

*Secy.*—Dr. Helen M. Wolfe  
American Psychological Association  
1515 Massachusetts Avenue N. W.  
Washington 5, D. C.

*Treas.*—Stanley C. Markey

*Conf. Rep.*—Thelma Hunt

Georgia Psychological Association

*Pres.*—M. C. Langhorne

*Secy.-Treas.*—Dr. Euri Belle Bolton  
Box 97  
Milledgeville, Georgia

*Conf. Rep.*—Joseph E. Moore

Hawaii Psychological Association

*Pres.*—C. J. Herrick

*Secy.-Treas.*—Dr. Doris Springer  
University of Hawaii  
Honolulu, T. H.

*Conf. Rep.*—Theodore W. Forbes

Illinois Psychological Association

*Pres.*—James G. Miller

*Secy.*—Professor George S. Speer  
Illinois Institute of Technology  
18 S. Michigan Avenue  
Chicago 3, Illinois

*Treas.*—L. L. McQuitty

*Conf. Rep.*—Irwin A. Berg, James G. Miller, and  
Robert H. Seashore

Indiana Psychological Association

*Pres.*—Delton C. Beier

*Secy.-Treas.*—Dr. Rutherford B. Porter  
Department of Psychology  
Indiana State Teachers College  
Terre Haute, Indiana

*Conf. Rep.*—Delton C. Beier

Iowa Psychological Association

*Pres.*—Dewey B. Stuit

*Secy.-Treas.*—Dr. Frederick E. Ash  
Mental Hygiene Center  
Veterans Administration  
Des Moines, Iowa

*Conf. Rep.*—Dewey B. Stuit and Martin F. Fritz

Kansas Psychological Association

*Pres.*—Austin H. Turney

*Secy.-Treas.*—Dr. Anthony J. Smith  
Department of Psychology  
University of Kansas  
Lawrence, Kansas

*Conf. Rep.*—Homer B. Reed

Kentucky Psychological Association

*Pres.*—Walter E. Watson

*Secy.-Treas.*—Miss Jessie Irvine  
Kentucky House of Reform-Boys  
Greendale, Kentucky

*Conf. Rep.*—Noble H. Kelley

Louisiana Psychological Association

*Pres.*—Kenneth B. Hait

*Secy.-Treas.*—Dr. Charles L. Odom  
616 Carondelet Building  
New Orleans, La.

*Conf. Rep.*—Kenneth B. Hait

Massachusetts Society of Clinical Psychologists

*Pres.*—Thomas M. Harris

*Secy.*—Dr. Edith Meyer  
The Children's Hospital  
300 Longwood Avenue  
Boston, Massachusetts

*Treas.*—Eunice Pugh

*Conf. Rep.*—Stanley G. Estes

Michigan Psychological Association

*Pres.*—Harold H. Anderson

*Secy.*—Dr. George Satter  
Department of Psychology

- University of Michigan  
Ann Arbor, Michigan  
*Treas.*—Glen Grimsley  
*Conf. Rep.*—Orlo Crissey and Harold H. Anderson
- Minnesota Psychological Association  
*Pres.*—None  
*Exec. Secy.*—Dr. Ralph F. Berdie  
Student Counseling Bureau  
University of Minnesota  
Minneapolis 14, Minnesota  
*Conf. Rep.*—John G. Darley and Dale B. Harris
- Missouri Psychological Association  
*Pres.*—Marion Bunch  
*Secy.-Treas.*—Dr. Philip H. DuBois  
Department of Psychology  
Washington University  
St. Louis 5, Missouri  
*Conf. Rep.*—Fred McKinney
- New Jersey Psychological Association  
*Pres.*—Nelson Hanawalt  
*Exec. Secy.*—Dr. Frederick Gaudet  
Department of Psychological Studies  
Stevens Institute of Technology  
Hoboken, New Jersey  
*Secy.-Treas.*—Kermit W. Oberlin  
*Conf. Rep.*—Harold S. Carlson, Samuel B. Kutash, and Lloyd N. Yepsen
- New York State Psychological Association  
*Pres.*—J. McV. Hunt  
*Secy.*—Dr. Rita Turchioe-Forte  
1950 E. Tremont Avenue  
New York 62, New York  
*Treas.*—Louis Long  
*Conf. Rep.*—G. R. Wendt, Wallace H. Wulfeck, L. Joseph Stone, and Harry B. Gilbert
- North Carolina Psychological Association  
*Pres.*—Key L. Barkley  
*Secy.-Treas.*—Miss Marion Stanland  
State Board of Public Welfare  
Raleigh, North Carolina  
*Conf. Rep.*—D. J. Moffie
- Ohio Psychological Association  
*Pres.*—Amos C. Anderson  
*Secy.*—Dr. Ruth Ortleb  
Department of Psychology
- Miami University  
Oxford, Ohio  
*Treas.*—Ronald R. Greene  
*Conf. Rep.*—Calvin S. Hall and Clarence Leuba
- Oklahoma State Psychological Association  
*Pres.*—Clinton M. Allen  
*Secy.-Treas.*—Dr. Joseph M. Latimer  
Department of Psychology  
University of Oklahoma  
Norman, Oklahoma  
*Conf. Rep.*—M. O. Wilson
- Ontario Psychological Association  
*Pres.*—J. B. Boyd  
*Secy.-Treas.*—Mr. Horace Oliver Steer  
110 St. George Street  
Toronto, Ontario, Canada  
*Conf. Rep.*—J. B. Boyd
- Pennsylvania Psychological Association  
*Pres.*—Guy E. Buckingham  
*Secy.*—Dr. Dora F. Capwell  
Allegheny Vocational Counseling Center  
Pittsburgh, Pennsylvania  
*Treas.*—Clarence H. Smeltzer  
*Conf. Rep.*—Bruce V. Moore and Guy E. Buckingham
- Psychological Association of the Province of Quebec  
*Pres.*—Douglass B. Clarke  
*Secy.*—Mr. A. H. McFarlane  
Sir George Williams College  
1441 Drummond Street  
Montreal 25, Quebec, Canada  
*Treas.*—G. L. Barbeau  
*Conf. Rep.*—Georges Dufresne
- Tennessee Psychological Association  
*Pres.*—Stanford C. Ericksen  
*Secy.-Treas.*—Dr. Susan W. Gray  
Department of Psychology  
George Peabody College  
Nashville, Tennessee  
*Conf. Rep.*—Stanford C. Ericksen
- Texas Psychological Association  
*Pres.*—M. E. Bonney  
*Secy.-Treas.*—Dr. Ernestine B. Blackwell  
P. O. Box 4008  
Austin, Texas  
*Conf. Rep.*—Evelyn M. Carrington and J. L. McCary

Virginia Academy of Science, Psychology Section

*Pres.*—John N. Buck

*Secy.-Treas.*—Dr. Stanley B. Williams

Department of Psychology

College of William and Mary

Williamsburg, Virginia

*Conf. Rep.*—William M. Hinton

State Psychological Association of Washington

*Pres.*—Michael Adams

*Secy.-Treas.*—Dr. David Ehrenfreund

Department of Psychology

State College of Washington

Pullman, Washington

*Conf. Rep.*—Sidney W. Bijou

Wisconsin Psychological Association

*Pres.*—Wilbur J. Humber

*Secy.*—Dr. Raymond Headlee

606 West Wisconsin

Milwaukee, Wisconsin

*Treas.*—Esther H. de Weerd

*Conf. Rep.*—Sadie Myers Shellow

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*The employees named served three months or more during 1950 or are currently on the staff.*



# PROCEEDINGS OF THE FIFTY-EIGHTH ANNUAL BUSINESS MEETING OF THE AMERICAN PSYCHO- LOGICAL ASSOCIATION, INC., STATE COLLEGE, PENNSYLVANIA

September 6-7, 1950

## REPORT OF THE RECORDING SECRETARY

DOROTHY C. ADKINS

*The University of North Carolina*

THE annual meeting of the Council of Representatives of the American Psychological Association was called to order at 8:15 p.m., September 6, 1950, by President J. P. Guilford in the Little Theatre, Pennsylvania State College, State College, Pennsylvania. The Board of Directors had previously met for the equivalent of four full days for discussion of recommended actions and for preparation of the agenda. The first session of the Council meeting adjourned at 12:20 a.m., September 7. The Board reconvened on the morning of September 7, and the second session of the Council meeting began at 1:40 p.m., September 7, in the Little Theatre and ended at 5:15 p.m. The Board met again at 9:30 p.m., following the Annual Report to the Members of the American Psychological Association, and adjourned at 2:00 a.m., September 8. A roll call of representatives was taken and a quorum established. No alternative representatives requested to be seated.

### A. REPORTS TO THE COUNCIL OF REPRESENTATIVES

1. It was voted to receive and order printed in the proceedings the reports from the following: minutes of the meeting of the Board of Directors, March 10-12, 1950 and of interim actions taken by the Board between the 1949 and 1950 annual meetings, as reported by the Recording Secretary; the Treasurer; Board of Editors; Committee on Training in Psychology below the Doctoral Level; Committee on History of Psychology in Autobiography; Committee on Publications; Committee on Intra-professional Relationship in Psychology; Conference of State Psychological Associations; Election Committee; Committee on Student Affiliates; Finance Committee; Committee on International Re-

lations in Psychology; and the APA representative to the World Federation for Mental Health (with "1952 World Congress" changed throughout to "1951 World Congress," in view of recent changes in plans).

2. It was voted to approve the minutes of the meeting of the Council of Representatives on September 7-8, 1949, as printed in the *American Psychologist*, 1949, 4, 443-485.

3. It was voted to receive the reports from the following but not to order them printed: Committee on Relations with the Social Work Profession; Committee on Audio-Visual Aids; Committee on Precautions in Animal Experimentation; Committee on Committees; the APA representatives to the following other associations: Division of Anthropology and Psychology, National Research Council; Social Science Research Council; Inter-Society Color Council; National Council on Rehabilitation; and American Standards Association, Sectional Committee on Optics.

4. It was voted to receive and order printed in the proceedings the report of the Committee on Standards for Psychological Service Centers and to discharge the committee with thanks. It was voted to receive and order printed in the proceedings the report of the APA representatives to the Inter-Society Committee for a National Science Foundation and to discharge the representatives with special commendation. It was voted to receive the report of the Committee on Scientific and Professional Ethics and to order printed in the proceedings the statement developed by this committee on "Procedures for Handling Complaints Involving Questions of Ethics." The report of the Committee on the Relation of Psychology to Psychiatry was re-



ceived by the Council for study without publication, with the understanding that it will appear on the agenda for next year's meeting. It was voted to continue this committee, with its present membership, as advisory to the Board on problems involving the two professions.

#### B. PUBLICATIONS

1. Because of the volume of production of research contributions to psychology, the Committee on Publications had recommended that the size of the *Journal of Comparative and Physiological Psychology* and that of the *Journal of Experimental Psychology* be increased by 96 pages per year. It was voted to approve this recommendation, as well as a recommendation that the *Journal of Experimental Psychology* become two volumes per year, with the subscription price raised as necessary.

2. For some time the Executive Secretary has had discussions with Mr. H. E. Buchholz, owner and editor of the *Journal of Educational Psychology*, concerning a proposed agreement which provides that in the event of the death or incapacitation of the present owner and editor, the American Psychological Association will name one of its members to act as an advisor on professional matters to those who undertake to continue the journal pending its disposal to a new publisher, and that the journal will not be sold or otherwise disposed of except to such new owner as shall be approved by the Association. It was voted to instruct the Executive Secretary to continue discussions about this proposal with Mr. Buchholz and with the APA's legal counsel and to report the results of such discussions to the Board.

3. All members of the APA receive, in return for dues payments, the *Psychological Bulletin* as well as *Psychological Abstracts* and the *American Psychologist*. It has been suggested by a few members that the *Bulletin* be put on a voluntary subscription basis with a compensatory reduction in dues, or that members be allowed to receive any other journal instead of the *Bulletin* if they desire. The Council was informed that the Board has tabled this problem for consideration at its March, 1951 meeting.

4. The Council was informed that the Board has agreed, at the request of the editor of the *Journal of Personality*, to continue for one more year the practice of notifying APA members of the availability of this journal to them at half price, with

the understanding that the continuing subscription price to them will be half of the regular subscription price.

5. When the 1948 biographical directory of APA members was published, the Board and the Council decided that the Association should not publish another such comprehensive directory until 1951. The Council at this meeting directed that immediate steps be taken to publish a 1951 APA directory modeled after the 1948 Directory as soon as possible.

#### C. PROFESSIONAL STANDARDS AND ACCREDITATION

1. The annual report of the Committee on Training in Clinical Psychology is to be published in the *American Psychologist*. Last year the Council voted that not earlier than 1950 and not later than 1952 the Committee's ratings of evaluated schools should be published in two lists, a list of those approved and a list of those showing good promise of early approval. This year the Council approved publication in November, 1950 of a list of the schools approved by the committees. The list will include those schools graded A, A —, and B, with those approved on a one-year basis only to be indicated by an asterisk. In view of the fact that only two schools are regarded by the committee as being in the promising category as envisaged by the Council action of last year, the Council voted that the promising category not be included in the published listing.

2. The Committee on Training in Clinical Psychology has developed a statement on "Principles and Practices in the Evaluation of Doctoral Programs in Clinical Psychology by the APA." The Council voted to approve this statement.

3. The Council voted to approve a statement developed by the Committee on Training in Clinical Psychology entitled "Recommended Standards for Practicum Training in Clinical Psychology" as a tentative report and to approve its publication in the *American Psychologist*. The Council was informed that the Board has authorized the committee to make a series of visits to clinical practicum training centers, not for the purpose of evaluating them but with a view to learning how to evaluate such agencies.

4. The Committee on Ethical Standards in Psychology, which for some time has been working on a code of ethics for psychologists, has completed the part of the code dealing with the distribution

of tests to the point where it recommends approval. The Council voted to approve and to publish this statement, entitled "Ethical Standards for the Distribution of Psychological Tests and Diagnostic Aids," as official APA policy, with the deletion of the names of APA Divisions appearing in the original draft under Principle I, Level C. 1.

5. It was voted to approve the appointment of a Committee on Test Standards composed of specialists in the various types of measurement to prepare a statement on technical standards for evaluating tests and on the contents of test manuals. The Council was informed that the Board has instructed the Executive Secretary to arrange communication between the Chairman of the Subcommittee of the Committee on Ethical Standards in Psychology, the President for the year 1949-50, and the Recording Secretary regarding nominations for such a committee, to be appointed by the incoming President. The Council also authorized the Committee on Ethical Standards in Psychology to establish subcommittees in other areas in order to help with its work.

6. The Committee on Ethical Standards in Psychology had recommended that the Committee on Test Standards be assigned the task of considering possible methods and problems of applying and enforcing test standards through a Bureau of Test Standards and a Seal of Approval, and that the Association consider ways of identifying qualified users of various types of tests, of obtaining the cooperation of kindred associations in this enterprise, and of making a list of qualified users available to test publishers and distributors. The Council voted to take no action on these two recommendations, in view of the complicated problems they present.

7. It was voted to continue the present membership of the Committee on Ethical Standards in Psychology, with special commendation for its excellent work.

#### D. REFERRALS TO THE POLICY AND PLANNING BOARD

1. The report of the Convention Program Committee makes clear the growing complexity of the task of this committee. One of the major problems arises from the increasingly large number of papers and symposia submitted by program committees of the APA Divisions. There is also the question of how strictly APA rules governing programs should be enforced and of how to handle last-minute changes in the program. It was voted

to refer these and related problems to the Policy and Planning Board for its early consideration.

2. It was voted to accept with special commendation the report of the Committee on Public Relations. When the Board first considered a draft of this report at its March meeting, it authorized the establishment of an information service to be conducted by the APA office. That service has been established, and the second, third, and fourth recommendations of the committee are primarily instructions for the conduct of that service, which called for no Council action. The first recommendation, however, was that if the APA contemplates any extensive activities in public relations it should adopt a clear statement of purpose which will allow no room for misinterpretation of the objectives of the program. The Council voted to refer this recommendation to the Policy and Planning Board as a part of its larger program of defining goals and directions. It voted to instruct the Committee on Public Relations to consult with the Executive Secretary on the feasibility of its monitoring the representations of psychology before the public and assisting him in taking such action as seems advisable, until such time as the Policy and Planning Board acts on the foregoing recommendation.

3. It was voted to instruct the Policy and Planning Board to propose policies to guide APA action on specific requests for consideration of problems involving employer-employee relations concerning psychologists.

4. The Council authorized a ballot on the changes in the APA By-Laws recommended by the Policy and Planning Board for November, 1950. It was voted to interpret the provision of the By-Laws that calls for each *item* to be voted on separately to mean that each *issue* is to be voted on separately.

5. The Conference of State Psychological Associations proposed three amendments to the By-Laws. (See p. 561 of this issue for its report.) It was voted to refer these proposed amendments to the Policy and Planning Board with power to act.

6. The Council discussed at length the question of amending the By-Laws to require two years of graduate education in psychology for Associate membership, as proposed by the Policy and Planning Board. It was voted to refer this phase of the recommendations back to the Policy and Planning Board for reconsideration at its meeting on September 8.

7. It was voted that a mail ballot be conducted to amend the By-Laws to eliminate the limitation of appointment of an Executive Secretary to not more than two terms (each term not to exceed five years). This action was referred to the Policy and Planning Board.

#### E. FINANCES AND BUDGET

1. The Council was informed that the Board had approved a recommendation of the Finance Committee for the transfer of \$50,000 from the Association's checking account to a savings account.

2. It was voted to transfer \$40,000 from the Association's general funds to its building fund. The responses of the members to the advisory poll on the question of housing for the APA had indicated a preference for the APA to have a building of its own, either through buying an existing building or constructing a new one. It was therefore voted to approve the appointment by the President of a committee of three, to include Dael Wolfe, to investigate currently available buildings for the APA in Washington, D. C. and to report back to the Board. It was voted to give the Board power to purchase or to enter into a long-term lease in the event of any unusually favorable opportunity.

3. It was voted to approve an APA contribution this year of \$100 to the National Society for Medical Research.

4. Division 7 reported to the Council that its Secretary had been appointed a delegate to the White House Conference on Child Health and had been appropriated \$50 for expenses as a delegate. It also reported that it was contributing \$50 to the Conference and recommended that the APA make a similar contribution. When it was pointed out that such a use of Division funds is contrary to previous Council action limiting the use of such funds to ordinary expenses of conducting business of a Division, it was voted that the APA contribute \$100 to the White House Conference on Child Health instead of the \$50 originally contemplated.

5. Question was raised as to whether any thought is being given to the integration of Divisional finances with APA finances, particularly with reference to arrangements for the collection of special assessments. The Secretary-Treasurer of Division 5 reported to the Council that the Division had at its business meeting on September 4 memorialized the Board of Directors of the APA to reconsider the question of reversion of Divisional funds to the

APA at the end of each calendar year. The Council voted that the Board appoint a committee to consider the whole problem of interrelations of Divisional finances with APA finances.

6. The Committee of University Department Chairmen this year held a two-day meeting before the regular program meetings of the APA for the general purpose of organizing and formulating plans for the nature of its activities in the future. It was voted to appropriate \$1500 to defray expenses incident to the planning of a conference of this Committee to be held next September.

7. It was voted that any member of the APA who enters military service in an enlisted status may, upon request, be granted a special membership rate of \$5.00, this to provide full membership privileges, including journals sent to all members.

8. It was voted to accept in principle a recommendation made by several members that it would be appropriate for authors of textbooks who care to do so to contribute a portion of their royalties to an APA fund to be used for the advancement of psychology in such manner as the Council directs. It was voted to authorize the President to appoint a committee to report to the Board on proposals for the administration of such a fund.

9. The Council received a report on a tentative budget for 1951. It was voted to refer the budget back to the Board with the power to adopt a budget. (The budget appears on pages 556-7.)

#### F. AFFILIATIONS

1. It was voted to approve affiliation with the APA of the Hawaii Psychological Association, the Ontario Psychological Association, and the Tennessee Psychological Association.

2. It was voted to continue the affiliation of the Wisconsin Association for Applied Psychology under the new name, Wisconsin Psychological Association, and that of the Indiana Association of Clinical and Applied Psychologists under its new name, the Indiana Psychological Association.

3. It was voted that, in accordance with the By-Laws, the requests for affiliation of the Arizona State Psychological Association, the Arkansas Psychological Association, the Florida Psychological Association, the Maine Psychological Association, and the Vermont Psychological Association be referred to the Board for consideration and that action on them be taken at the 1951 annual meeting of the Council.

## G. MEETINGS OF THE APA

1. It was voted to approve the policy that the APA will hold its meetings only in educational institutions, hotels, or other establishments in which the meetings can be held with no discrimination on the basis of race or religion.

2. There have been numerous suggestions that the APA begin its annual meetings on the Friday before Labor Day and end them on the following Wednesday. Such a plan may be advantageous to persons traveling by automobile who wish to avoid Labor Day week-end traffic, to those who wish to avail themselves of family rates for airplane travel, and to school psychologists who heretofore have been unable to attend the meetings because of conflicting professional responsibilities during the regular period of the meetings. It was voted that the APA should try out such a plan the first year for which such arrangements can be made.

3. The possibilities of holding the 1953 meetings at Montreal, New York, and Michigan State College were discussed. The Council voted to express a preference for Michigan State College if an invitation is received and if facilities are found satisfactory. Since that action was taken, an invitation from Michigan State College has been received. On a straw vote, preference for Montreal over New York as a second choice was expressed.

## H. MISCELLANEOUS ACTIONS

1. A petition had been filed with the Recording Secretary under Article III, paragraph 5 of the APA By-Laws for presentation to the Council. It met the requirement of having been signed by 200 APA members. The petition is as follows:

As a result of the rapid expansion of professional activities in psychology since World War II, new questions have arisen concerning the levels of qualifications of psychologists. The APA, recognizing its responsibility to the public and to the members of the profession, has been seeking to establish new standards of professional competence.

When new and higher standards are introduced the status of established persons of demonstrated competence who do not meet the formal requirements of the new standards becomes a problem for the entire profession. In this connection the Policy and Planning Board recommended in 1947 that, "The levels should reflect the trend toward higher standards of training and experience, while at the same time protecting the interests of established psychologists of demonstrated competence who might not meet the formal require-

ments of the new standards." (Annual Report of the Policy and Planning Board of the APA: 1947, *Amer. Psychologist*, 1947, 2, 192.)

Neither the Council of Representatives, nor the membership of the APA, has as yet acted upon this recommendation. As a result, confusion with respect to the status of these psychologists occurs when new standards are introduced.

To eliminate this confusion, we, the undersigned members in good standing of the APA, request the Council of Representatives of the APA, in accordance with Article III, Paragraph 5, of the By-Laws of the Association, to conduct a mail vote of the members of the Association upon the following question of policy:

When introducing new standards of training and experience in the field of psychology it shall be the policy of the APA to protect the interests of established psychologists of demonstrated competence who might not meet the formal requirements of the new standards.

The Council voted to include on the ballot referred to in the foregoing petition the following additional statement:

When the American Psychological Association introduces new standards of training and experience in the field of psychology, it shall be the policy of the APA to protect the interests of established psychologists of demonstrated competence who might not meet the formal requirements of the new standards.

The Council also voted to include on the ballot a recommendation from the Council that the membership vote for this latter statement and against the statement as presented in the petition.

2. It was voted to receive the report of the Committee on Standards for Psychological Service Centers with special commendation for its thorough analysis of the problem and its thoughtful proposals. Because the recommendations in the report, if followed in their entirety, would represent an extensive expenditure of time and energy on the part of the Association, it was voted to take no action on the report pending careful study by the Council during the coming year and to place the report on the agenda for action next year.

3. It was voted to approve the following motion and to release it to the press:

In view of the sweeping generalizations and claims regarding psychology and psychotherapy made by L. Ron Hubbard in his recent book, *Dianetics*, the American Psychological Association adopts the following resolution:

While suspending judgment concerning the eventual validity of the claims made by the author of *Dianetics*,



the American Psychological Association calls attention to the fact that these claims are not supported by empirical evidence of the sort required for the establishment of scientific generalizations. In the public interest, the Association, in the absence of such evidence, recommends to its members that the use of the techniques peculiar to *Dianetics* be limited to scientific investigations designed to test the validity of its claims.

4. The Council voted to authorize the Board to make changes in the membership of special committees which have not taken action in accordance with their instructions and later to report such changes to the Council.

5. In view of the increasing importance of the activities of state psychological associations and the need for the coordination of these activities, it was voted that there be an immediate study of the problem by an *ad hoc* committee composed of Thelma Hunt, Dael Wolfe, and Harold Seashore to advise the Board as to the most appropriate means of promoting the continuation of the work of state associations. Pending receipt of this report and action thereon and as tangible evidence of the APA's interest in furthering the work of the Conference of State Psychological Associations, it was voted to approve the transfer of \$1000 to the Secretary-Treasurer of the Conference to employ additional part-time secretarial service during the year 1950-51.

6. The Council was informed that the Board has appointed John Darley to consult with some person in the field of sociology and with someone on the Social Science Research Council on the effects of mobilization on American institutions and to report to the Board in writing through the Executive Secretary.

7. It was voted to authorize the Executive Secretary to proceed with the necessary arrangements for the development of a national roster of psychological personnel. The Council strongly urges APA members to participate actively in the establishment of such a roster.

8. The Council voted unanimously to concur in the statement contained in the following telegram sent by the members of the Board of Directors on September 6:

To Governor Earl Warren; President Gordon Sproul of the University of California; John F. Neylan, Board of Regents; C. W. Brown, Chairman of the Psychology Department of the University of California at Berkeley; and Marion Wenger, Department of Psychology, University of California at Los Angeles.

In view of the unsatisfactory tenure conditions for teachers and research personnel in the state university system of California, the Board of Directors of the American Psychological Association by unanimous agreement has instructed the Association's placement service to refuse assistance in filling vacancies in this system until such time as tenure conditions meet acceptable standards. Furthermore, it is recommending to the Association's members that they not accept positions in the state university system until such time as tenure conditions improve.

(Signed) Dorothy C. Adkins, John G. Darley,  
J. P. Guilford, Carl I. Hovland,  
J. McV. Hunt, E. Lowell Kelly,  
Theodore M. Newcomb, Robert R. Sears,  
Carroll L. Shartle, Ruth S. Tolman

It was later voted to adopt the following resolution also related to the California tenure situation and to approve its release to the press:

In view of the evidence available to it at its meetings this week, the Board and Council strongly urge that the APA membership as individuals offer tangible support, in all possible ways, financial and otherwise, to their colleagues whose connections with the University of California at Berkeley have been severed by recent action of the Regents. Financial support should go to the Group for Academic Freedom, c/o E. C. Tolman.

9. It was voted that the committee to review the evidence presented in the tenure investigation of Ralph Gundlach at the University of Washington be discharged and that a new committee consisting of Daniel Katz as Chairman, Walter Miles, and Robert B. MacLeod be appointed and be instructed to submit an interim report to the Board by mail by December 31, 1950. The Council voted to recommend to the Board that if this report is approved it be published as soon as possible in the *American Psychologist*, with changes by the Board if desired.

10. A special committee appointed by the Board to investigate a proposed reallocation of Veterans Administration clinical psychology positions in New York and Brooklyn submitted a report to the Board. This report is a confidential report which cannot be published in its entirety because of promises made by the committee to persons who were interviewed. The Executive Secretary presented to the Council an oral history of the situation leading up to the appointment of the special committee. A written statement on the matter, prepared by the Board and incorporating with some modifications a statement suggested by the committee, was read to the Council. It was voted that this statement by

the Board be adopted and given immediate publication in the *American Psychologist*. It was further voted that the *ad hoc* committee appointed to investigate the proposed reallocation of clinical psychology positions in the Veterans Administration be discharged with special commendation.

11. It was reported to the Council that the Division of Clinical and Abnormal Psychology had passed a resolution to the effect that the Executive Secretary's office should maintain a file regarding individual cases of disciplinary action taken by Divisions and that the Division of Consulting Psychology had found it desirable to open such a file to any appropriate unit requesting such information. It was moved that the question of the maintenance of such a file in the office of the Executive Secretary be referred to the Board for consideration and a future recommendation to the Council.

12. In order to provide adequate retirement funds for the Executive Secretary's position, it was voted that the APA pay to Teachers Insurance and Annuity Association or such other annuity-funding agency as shall be agreed upon between the Executive Secretary and the Board of Directors, a monthly sum (rounded off to the nearest dollar) equivalent to 10 per cent of the Executive Secretary's salary, provided that the Executive Secretary contributes at least 5 per cent of his salary to his retirement fund.

13. It was voted that the Board of Directors be memorialized to present to the Council its action on the question of a retirement benefit program for all of its employees at the September 1951 meeting. It was further voted to recommend to the Board that, in considering the question of retirement benefits for the APA staff, it adopt 65 years as the age of retirement.

14. The Council unanimously adopted the following resolution:

We cannot allow the occasion of Dr. Dael Wolfe's retirement from the Executive Secretaryship to pass without noting the unique and enduring contributions which he has made to the success of our Association. His wisdom, his devotion, and his skill have been a constant source of admiration to those who have worked closely with him and have quite literally been responsible for a large part of the Association's progress during the past five years. We also wish to express the Association's deep sense of gratitude to Dr. Helen Wolfe, whose conscientious devotion has contributed immeasurably to the effectiveness of the Association. No formal words can adequately express our appreciation to

these two, but we ask them to accept our words as sincere expression of heart-felt gratitude.

15. It was voted to express the Council's appreciation for the very fine and extensive work of the APA officers for the current year.

16. It was voted to adopt the following resolution:

The American Psychological Association, through action of its Council of Representatives, wishes to express its deepest thanks and appreciation to Pennsylvania State College, the Department of Psychology, and its local committee for the many manifestations of hospitality shown during the 58th Annual Meeting of the Association.

#### I. ELECTIONS

1. It was reported that J. McV. Hunt had been elected President-elect.

2. It was reported that the Council on a mail ballot had not authorized treating the appointment of a new Executive Secretary to replace Dael Wolfe, who has resigned effective October 1, 1950, as an emergency justifying an official mail vote before the 1950 annual meeting. It was reported to the Council that efforts of the Board to date to find a suitable candidate who would be willing to accept the position had failed. It was voted that a subcommittee of the Board, to consist of Carroll L. Shartle, Chairman, Carl I. Hovland, and E. Lowell Kelly, be appointed to secure an appropriate person and that the Board be given the power to act, including the power to make an appointment for a term shorter than five years if that seems desirable.

3. It was reported that the Council had elected by mail ballot Rensis Likert and Jean W. Macfarlane as members of the Board of Directors for the term 1950-53. Robert L. Thorndike was elected to the Board of Directors for the unexpired term (1950-52) of J. McV. Hunt, who has resigned.

4. It was reported that the following Regional Representatives had been elected by the membership for the term 1950-53:

Percival M. Symonds (Region II)  
Joseph E. Moore (Region V)  
Lester F. Beck (Region VIII)

5. The Council voted that the following persons be nominated for membership on the Board of Trustees of the American Board of Examiners in Professional Psychology, and that these nominations stand for the year:



D. K. Adams  
Marion A. Bills  
George K. Bennett  
Norman Cameron  
Stanley G. Estes  
Carlyle Jacobsen  
E. R. Hilgard  
Noble H. Kelley

Jay Otis  
Eliot Rodnick  
Donald E. Super  
Stephen Habbe  
Harold C. Taylor  
Ruth S. Tolman  
C. Gilbert Wrenn

6. The Council elected the following persons to serve on the Policy and Planning Board for 1950-53: John G. Darley, John C. Eberhart, and Harold Seashore.

7. The following persons were elected by the Council as new members of APA committees for the terms indicated:

Committee on Committees	Nancy Bayley (1950-55)
Convention Program Committee	Launor F. Carter (1950-53)
Committee on Scientific and Professional Ethics	Mark A. May (1950-55)
Committee on Student Affiliates	George A. Muench (1950-55)
Committee on Public Relations	S. Rains Wallace (1950-53)
Committee on Publications	Harry F. Harlow (1950-53) Willard C. Olson (1950-53)
Committee on Precautions in Animal Experimentation	Austin H. Riesen (1950-53)
Committee on Training in Clinical Psychology	Theodore M. Newcomb (1950-53) Donald E. Super (1950-53) Delos D. Wickens (1950-53)

The following persons, recommended by the Board of Directors, were approved by the Council as new members of APA committees:

Finance Committee	Harold C. Taylor
Committee on Relations with the Social Work Profession	Joseph M. Bobbitt Eliot Rodnick
Committee on Academic Freedom and Civil Liberties	Dorwin Cartwright R. M. Elliott

8. The following persons were elected by the Council to serve as representatives for the year 1950-51 to the organizations specified: American Documentation Institute, Herbert S. Conrad; Inter-Society Color Council, Harry Helson, Louise L. Sloan, and Neil R. Bartlett as voting delegates, Sidney M. Newhall, H. R. Blackwell, Alphonse Chapanis, Henry A. Imus, Robert W. Burnham, Jozef Cohen, Michael J. Zigler; National Council on Rehabilitation, Louis Long; American Standards Association, Sectional Committee on Optics,

Sidney M. Newhall (Representative), Henry A. Imus (Alternate); Interprofessional Council of Mental Hygiene, the Executive Secretary; World Federation for Mental Health, Donald Super; Committee on Mathematical Training of Social Scientists, Clyde H. Coombs, Allen L. Edwards; American Association for the Advancement of Science, Frank A. Geldard; Social Science Research Council, Robert R. Sears; Division of Anthropology and Psychology, National Research Council, Alfred L. Baldwin, D. O. Hebb, and W. N. Kellogg. It was voted that Judson S. Brown should be substituted for D. O. Hebb in the event that his Canadian citizenship makes him ineligible to be the APA representative to the National Research Council.

9. The Council elected the following persons to serve as Chairmen of the Committees specified for the year 1950-51:

Committee on Committees	J. P. Guilford
Convention Program Committee	C. W. Mann
Committee on Scientific and Professional Ethics	Gilbert J. Rich
Committee on Student Affiliates	Lloyd G. Humphreys
Committee on Public Relations	John W. Gardner
Committee on Publications	Paul M. Fitts
Committee on Precautions in Animal Experimentation	Fred S. Keller
Committee on Audio-Visual Aids	James J. Gibson
Committee on the Relation of Psychology to Psychiatry	William A. Hunt
Committee on International Relations in Psychology	H. S. Langfeld
Committee on Training in Clinical Psychology	O. Hobart Mowrer
Committee on Ethical Standards in Psychology	Nicholas Hobbs
Committee on Relations with the Social Work Profession	Malcolm G. Preston
Committee on Training in Psychology below the Doctoral Level	George S. Speer
Committee on History of Psychology in Autobiography	H. S. Langfeld
Committee to Review the Evidence Presented in the Tenure Investigation of Ralph Gundlach at the University of Washington	Daniel Katz

Committee on Academic Freedom and Civil Liberties

R. M. Elliott

Committee on Standards of Training of Psychologists

Donald B. Lindsley

Committee on Intraprofessional Relationships in Psychology

C. L. Shartle

Delegates to the Inter-Society Color Council

Harry Helson

10. It was announced that the deaths of the following members had been reported since the 1949 meeting:

#### LIFE MEMBERS

Trigant Burrow, May 24, 1950

Adolf Meyer, March 17, 1950

#### FELLOWS

J. V. Breitweiser, March 7, 1950

Grace M. Fernald, January, 1950

Louis Granich, January 4, 1950

V. A. C. Henmon, March, 1950

Theodore S. Henry, 1949

Carl E. Seashore, October 16, 1949

E. Donald Sisson, July 31, 1950

Elizabeth T. Sullivan, October 30, 1949

Carl H. Wedell, February 21, 1950

#### ASSOCIATES

Rachel G. Armstrong, May 10, 1950

Wesley C. Darling, May 27, 1950

Jay A. Harrington, January 18, 1950

Clyde A. Lynch, August 6, 1950

Orman McDonald, September 11, 1949

Britten L. Riker, August, 1949

Sister Mary Ruth Sandifer, December 3, 1949

11. It was announced that the following persons had been granted status as Life Members since the 1949 meeting:

Charles E. Benson

J. E. Evans

C. T. Gray

H. M. Halverson

Harry L. Hollingworth

Truman Lee Kelley

Conrad L. Kjerstad

William F. Lutz

Kate Gordon Moore

George H. Mount

Elsie Murray

William A. Owens, Sr.

M. Wilford Poulson

Martin L. Reymert

Benjamin R. Simpson

Charles H. Toll

12. It was announced that the following persons had resigned since the 1949 meeting:

#### FELLOWS

Mabel F. Martin

William H. Mikesell

Marjory B. Pratt

John W. Todd

Mary T. Whitley

Robert D. Williams

#### ASSOCIATES

Francis H. Achard

Viola Caprez Ames

Richard J. Bailey

Eva R. Balken

Blanche M. Battaglia

Marion L. Billings

Mabelle B. Blake

Werner W. Boehm

Marian Helen Brody

Betty B. Brown

Robert R. Corley

Oiga Dau

Walter L. Deemer, Jr.

Elaine R. Dylla

Irwin A. Eckhauser

Howard W. Fenker

Beatrice L. Giard

Lionel Goitein

Fannie A. Handrick

Anna Rankin Harris

Elizabeth Kraus Hartline

Mary S. Hegdal

Regina Lavins Heisler

Edgar H. Henderson

Virginia Kinsman Henderson

Mildred Segal Hewitt

Richard S. Hill

Mary V. Howell

Elizabeth C. Johannaber

John A. Kehoe

Dorothy Cushman King

Lawrence F. Krueger

Curtis Latourelle

Marvin J. Lawrence

Daniel J. Lowell

Janet Lumiansky

Virginia E. Madigan

Sylvia J. Marlowe

Sister Katharine McCarthy

William F. McCormack

Harold J. McNally

Frederick W. Miller

Hiroshi Minami

Josephine Lehmann Miser

George W. Montgomery, Jr.

Lora Natti

Bernice L. Neugarten

Fred G. Ortner, Jr.

Esther M. Peiser

Margaret H. Pintler

Francis F. Powers

Carroll H. Richardson

Eli Robins

George H. Rounds

Mrs. Charles W. Rush

Metta M. Rust

Mary Ellen Appleby Sar-

baugh

Maida Mote Sklar

I. W. Stam

A. T. Stanforth

Vera L. Tarpley

Carlyn M. Tuft

Lyle Tussing

Mrs. Joseph A. Tyburdy

H. T. Tyler

Mary Carvel Van der

Burch

Florence S. Volkman

William H. Waite

Mabel White

Glentworth M. Willson

William Quitman Wolfson

Mrs. Robert Yampolsky

13. It was announced that the following members had been reinstated since the 1949 meeting:

Iva Cox Gardner

Lyla Bechtel Kleemeier

Norman Locke

George R. Mursell

William A. Owens, Sr.

14. It was announced that the following persons elected in October 1949 did not confirm their election by paying their first year's dues:

Randolph O. Boring

Ochancee Dumanian

Vera M. Gatch

Bernard Hymovitch

Earl M. Leland

Sybille Berwanger Lewis

15. The President announced that the persons named in the accompanying list had served during the past year as representatives of the Association to the special functions indicated:

DELEGATE	FUNCTION	DATE
Olive M. Hart	Inauguration of the President of Saint Bonaventure College	Sept. 22, 1949
Robert P. Fischer	Inauguration of the President of Marietta College	Oct. 15, 1949
Dorothy C. Adkins	Inauguration of the President of Duke University	Oct. 22, 1949
Adelbert Ford	Inauguration of the President of the Moravian Seminary and College for Women	Oct. 22, 1949
James A. Bayton	Inauguration of the President of Hampton Institute	Oct. 29, 1949
Curtis E. Tuthill	National Conference on Human Rights, Department of State	Nov. 8, 1949
John Arthur Glaze	Inauguration of the President of Cottey College	Nov. 28, 1949
Helen M. Wolfe	Midcentury White House Conference on Children and Youth (Organizational Meeting)	Nov. 29-30, 1949
Calvin S. Hall	Inauguration of the President of Western Reserve University	Jan. 7, 1950
S. L. Crawley	One Hundredth Anniversary of the Founding of the University of Utah	Feb. 27-28, 1950
William C. Biel	Convocation at the University of Dayton	Mar. 16, 1950
Dael Wolfe	National Conference on The United States in World Affairs, Department of State	Mar. 29-31, 1950
Albert T. Poffenberger	Opening of New Building of New York Academy of Sciences	Apr. 11, 1950
Samuel W. Fernberger	Inauguration of the President of Roanoke College	Apr. 14, 1950
Katherine E. McBride	Annual Meeting of the American Academy of Political and Social Science	Apr. 14-15, 1950
Fillmore H. Sanford	Inauguration of the President of Lynchburg College	Apr. 25, 1950
Cora L. Friedline	Annual Meeting of the American Council on Education	May 5-6, 1950
William A. Brownell	Inauguration of the President of Western Carolina Teachers College	May 6, 1950
C. D. Killian		
Phillip J. Rulon	International Congress of Mathematicians	Aug. 30-Sept. 6, 1950
Delton C. Beier (Delegate)	Annual Meeting of the World Federation for Mental Health, Paris	Aug. 31-Sept. 7, 1950
Elizabeth Fehrer (Observer)		
Anni Weiss Frankl (Observer)		
Kathern M. McKinnon (Observer)		
Albert I. Rabin (Observer)		
Goodwin Watson (Observer)		

16. It was voted to void the election of an Associate member who was elected in 1945 upon the basis of inaccurate information. The Board has examined the application forms, transcripts of the member's graduate work, and letters from officials of the university in which graduate work was done and has unanimously agreed that the applicant was not, at the time of election, eligible for membership.

17. The Board announced that it would pass on the applications for Fellow by mail vote. Divisions are to be informed that in the future, on or before April 1, the Executive Secretary's office will notify the Division secretaries, with copies to be sent to the respective chairmen of membership committees, indicating the procedures and the deadlines as absolute. Failure to meet these deadlines will result in the individual applicants' being notified that failure to process their applications is due to

delinquency on the part of divisional officers. Subsequent to the meeting at State College, Pennsylvania, the following persons were elected as Fellows. Those whose names are marked with an asterisk were already Fellows, but upon recommendation of the divisions have been given the new titles which follow their names. Those whose names are not marked with an asterisk were formerly Associates.

*Gordon W. Allport	Fellow in the Division on Maturity and Old Age
*Anne Anastasi	Fellow in Evaluation and Measurement
*L. Dewey Anderson	Fellow in the Society for the Psychological Study of Social Issues
*Benjamin Balinsky	Fellow in the Division on Maturity and Old Age
*Already Fellow in APA	

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|------------------------|--|------------------------|--|
| *Katharine M. Banham   | Fellow in the Division on Maturity and Old Age                     | Daniel G. Dittmer      | Fellow in Educational Psychology                                   |
| Key L. Barkley         | Fellow in General Psychology                                       | *Wilma T. Donahue      | Fellow in the Division on Maturity and Old Age                     |
| Joseph E. Barmack      | Fellow in Industrial and Business Psychology                       | Paul L. Dressel        | Fellow in Evaluation and Measurement                               |
| Benton E. Barringer    | Fellow in Military Psychology                                      | *John C. Eberhart      | Fellow in the Division on Maturity and Old Age                     |
| John E. Bell           | Fellow in Consulting Psychology                                    | Paula Elksich          | Fellow in Clinical Psychology                                      |
| *Irving E. Bender      | Fellow in Clinical Psychology                                      | Chester E. Evans       | Fellow in Industrial and Business Psychology                       |
| Paul Bergman           | Fellow in Personality and Social Psychology                        | Maurice L. Farber      | Fellow in Personality and Social Psychology                        |
| Bernard Berkowitz      | Fellow in Clinical Psychology                                      |                        | Fellow in the Society for the Psychological Study of Social Issues |
| M. E. Bitterman        | Fellow in General Psychology                                       |                        | Fellow in the Teaching of Psychology                               |
| *Harry Bone            | Fellow in the Society for the Psychological Study of Social Issues | *Paul E. Fields        | Fellow in the Division on Maturity and Old Age                     |
|                        | Fellow in Clinical Psychology                                      | *M. Bruce Fisher       | Fellow in Industrial and Business Psychology                       |
| Norman T. Bowes        | Fellow in Clinical Psychology                                      | *Cecile White Flemming | Fellow in Industrial and Business Psychology                       |
| *Dean R. Brimhall      | Fellow in the Society for the Psychological Study of Social Issues | *Edwin G. Flemming     | Fellow in General Psychology                                       |
| Arthur K. Brintnall    | Fellow in Industrial and Business Psychology                       | Vincent A. Fochtman    | Fellow in the Division on Maturity and Old Age                     |
| Judson S. Brown        | Fellow in Experimental Psychology                                  | *Irving A. Fosberg     | Fellow in Experimental Psychology                                  |
| John A. Broxson        | Fellow in Clinical Psychology                                      | *Robert L. French      | Fellow in Personality and Social Psychology                        |
| *B. Richard Bugelski   | Fellow in Experimental Psychology                                  | *Robert M. Gagne       | Fellow in Experimental Psychology                                  |
| *Benjamin Burack       | Fellow in Military Psychology                                      | Agnes K. Garrity       | Fellow in the Division of School Psychologists                     |
| Thomas O. Burgess      | Fellow in Educational Psychology                                   | Clarence T. Genovese   | Fellow in Evaluation and Measurement                               |
| Paul Burnham           | Fellow in Counseling and Guidance                                  | William J. Giese       | Fellow in Industrial and Business Psychology                       |
| *Herbert A. Carroll    | Fellow in Clinical Psychology                                      | *G. M. Gilbert         | Fellow in Personality and Social Psychology                        |
| *Constance M. Chandler | Fellow in Clinical Psychology                                      | *B. von Haller Gilmer  | Fellow in the Division on Maturity and Old Age                     |
| *Kenneth B. Clark      | Fellow in the Society for the Psychological Study of Social Issues | Pearl Greenberg        | Fellow in Clinical Psychology                                      |
|                        | Fellow in Experimental Psychology                                  | Paul C. Greene         | Fellow in Clinical Psychology                                      |
| *Charles N. Cofer      | Fellow in the Division of School Psychologists                     | Frances M. Guanella    | Fellow in the Division on Maturity and Old Age                     |
| Arthur W. Combs        | Fellow in Clinical Psychology                                      | *Ward C. Halstead      | Fellow in Evaluation and Measurement                               |
| Milton Cotzin          | Fellow in Evaluation and Measurement                               | *Thomas W. Harrell     | Fellow in Consulting Psychology                                    |
| Stuart A. Courtis      | Fellow in the Society for the Psychological Study of Social Issues |                        | Fellow in the Division of Psychologists in Public Service          |
| Fred Couey             | Fellow in Consulting Psychology                                    | *Ruth E. Hartley       | Fellow in the Society for the Psychological Study of Social Issues |
| John E. Crawford       | Fellow in the Teaching of Psychology                               | *Albert J. Harris      | Fellow in Counseling and Guidance                                  |
| *S. L. Crawley         | Fellow in Experimental Psychology                                  |                        |  |
| Hallowell Davis        | Fellow in the Division on Maturity and Old Age                     |                        |  |
| *Wayne Dennis          | Fellow in Clinical Psychology                                      |                        |  |
| *Jean McQueen Devening |  |                        |  |

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|-------------------------|---|------------------------------|--|
| *Karl F. Heiser         | Fellow in Clinical Psychology                             | *Julius B. Maller            | Fellow in Consulting Psychology                                    |
| *Franklin M. Henry      | Fellow in the Division on Maturity and Old Age            |                              | Fellow in the Division on Maturity and Old Age                     |
| William E. Henry        | Fellow in Personality and Social Psychology               | *Robert B. Malmø             | Fellow in Experimental Psychology                                  |
| William Hinton          | Fellow in Clinical Psychology                             | Elizabeth Dickinson McDowell | Fellow in Consulting Psychology                                    |
| Robert R. Holt          | Fellow in Clinical Psychology                             | Lorenz A. Meyer              | Fellow in Evaluation and Measurement                               |
| *Charles H. Honzik      | Fellow in Clinical Psychology                             | *Lawrence W. Miller          | Fellow in Counseling and Guidance                                  |
| Newman L. Hoopingarner  | Fellow in Consulting Psychology                           | Margaret Torrey Molaschl     | Fellow in the Division of School Psychologists                     |
| *Henry A. Imus          | Fellow in Experimental Psychology                         | *Herbert Moore               | Fellow in Industrial and Business Psychology                       |
| *Carlyle F. Jacobsen    | Fellow in the Division on Maturity and Old Age            | Clellan Morgan               | Fellow in Clinical and Abnormal Psychology                         |
| *Arthur T. Jersild      | Fellow in the Division on Maturity and Old Age            |                              | Fellow in Educational Psychology                                   |
| A. Pemberton Johnson    | Fellow in Evaluation and Measurement                      | Olive J. Morgan              | Fellow in Clinical Psychology                                      |
| *Donald M. Johnson      | Fellow in Experimental Psychology                         | *Charles I. Mosier           | Fellow in Military Psychology                                      |
| *Charles C. Josey       | Fellow in the Teaching of Psychology                      | *Henry A. Murray             | Fellow in the Division on Maturity and Old Age                     |
| Clifford E. Jurgensen   | Fellow in Industrial and Business Psychology              | William Nordli               | Fellow in Industrial and Business Psychology                       |
| Ernest Katz             | Fellow in Clinical Psychology                             | *Harry J. Older              | Fellow in Industrial and Business Psychology                       |
| *Ida B. Kelley          | Fellow in the Division on Maturity and Old Age            | William A. Owens, Jr.        | Fellow in Evaluation and Measurement                               |
| Gregory A. Kimble       | Fellow in Experimental Psychology                         | Rose Palm                    | Fellow in Clinical Psychology                                      |
| *Elaine F. Kinder       | Fellow in the Division of Psychologists in Public Service | *Donald G. Paterson          | Fellow in Industrial and Business Psychology                       |
| George W. Kisker        | Fellow in Clinical Psychology                             | Stuart C. Peterson           | Fellow in Counseling and Guidance                                  |
| George S. Klein         | Fellow in Clinical Psychology                             | Elias H. Porter, Jr.         | Fellow in Clinical Psychology                                      |
| Edward R. Knight        | Fellow in the Division of School Psychologists            | Rutherford B. Porter         | Fellow in the Division of School Psychologists                     |
| William C. Krathwohl    | Fellow in Evaluation and Measurement                      | Dorothy A. Rethling-shafer   | Fellow in General Psychology                                       |
| *Karl D. Kryter         | Fellow in Experimental Psychology                         | *Sherman Ross                | Fellow in the Teaching of Psychology                               |
| Joseph F. Kubis         | Fellow in Consulting Psychology                           | Fabian L. Rouke              | Fellow in Clinical Psychology                                      |
| *Albert K. Kurtz        | Fellow in Evaluation and Measurement                      | Chester Ruedisili            | Fellow in Counseling and Guidance                                  |
| Josephine C. Kurtz      | Fellow in Counseling and Guidance                         | *Edward A. Rundquist         | Fellow in the Division on Maturity and Old Age                     |
| Agnes T. Landis         | Fellow in Clinical Psychology                             | *David G. Ryans              | Fellow in Evaluation and Measurement                               |
| *Karl S. Lashley        | Fellow in the Division on Maturity and Old Age            | Gerhart Saenger              | Fellow in the Society for the Psychological Study of Social Issues |
| *Charles H. Lawshe, Jr. | Fellow in Industrial and Business Psychology              | Joseph Samler                | Fellow in Counseling and Guidance                                  |
| Lorraine A. Leland      | Fellow in Clinical Psychology                             | Emanuel K. Schwartz          | Fellow in Clinical Psychology                                      |
| *Helen B. Lewis         | Fellow in Clinical Psychology                             | *C. Winfield Scott           | Fellow in Counseling and Guidance                                  |
| *Ernest M. Ligon        | Fellow in Childhood and Adolescence                       | Lloyd V. Searle              | Fellow in Military Psychology                                      |
| Kenneth K. Loemker      | Fellow in General Psychology                              | Robert B. Selover            | Fellow in the Division on Maturity and Old Age                     |
| *Solomon Machover       | Fellow in the Division on Maturity and Old Age            | Eugene L. Shepard            | Fellow in Clinical Psychology                                      |



George Horsley Smith	Fellow in the Society for the Psychological Study of Social Issues
Henry Peter Smith	Fellow in Educational Psychology
*Kenneth L. Smoke	Fellow in the Teaching of Psychology
*Donald Snygg	Fellow in the Society for the Psychological Study of Social Issues
*Ruth Strang	Fellow in Childhood and Adolescence
Arthur T. Tait	Fellow in Evaluation and Measurement
*William S. Taylor	Fellow in Abnormal Psychology
*Edward V. Tenney	Fellow in Clinical Psychology
*L. L. Thurstone	Fellow in the Division on Maturity and Old Age
*Robert M. W. Travers	Fellow in Educational Psychology
*Lee E. Travis	Fellow in Clinical and Abnormal Psychology
*Jacob Tuckman	Fellow in the Division on Maturity and Old Age
Albert C. Van Dusen	Fellow in Counseling and Guidance
*Charles L. Vaughn	Fellow in Industrial and Business Psychology
*Mazie E. Wagner	Fellow in Clinical Psychology
*S. Rains Wallace	Fellow in Industrial and Business Psychology
John Warkentin	Fellow in Clinical Psychology
*Robert I. Watson	Fellow in the Division on Maturity and Old Age
*Herbert B. Weaver	Fellow in Clinical Psychology
*Edith A. Weisskopf	Fellow in Clinical Psychology
*Robert D. Weitz	Fellow in Consulting Psychology
*Delos D. Wickens	Fellow in Military Psychology
*John M. Willits	Fellow in Industrial and Business Psychology
Zelda S. Wolpe	Fellow in Clinical Psychology
*George K. Yacorzynski	Fellow in the Division on Maturity and Old Age
*Richard P. Youtz	Fellow in Military Psychology

## APA BUDGET FOR 1951

<i>Income</i>	
DUES	\$ 72,595
Fellows (1530 @ 10.50)	\$16,065
Associates (6800 @ 5.50)	37,400
For divisions	11,030
Student affiliates (2200 @ 3.50)	7,700
Other affiliates (200 @ 2.00)	400
SUBSCRIPTIONS	166,050
Member journals, with dues	56,980
Other member subscriptions	
Abnormal	6,364
Applied	2,345

Comparative	726
Consulting	5,404
Experimental	2,047
Monographs	1,898
Review	3,729
Abstracts	200
Bulletin	2,000
For AJP	742
Club A	28,440
Non-member subscriptions	
American Psychologist	3,575
Abnormal	7,400
Applied	8,000
Comparative	2,700
Consulting	4,500
Experimental	7,000
Abstracts	8,600
Bulletin	6,100
Monographs	2,000
Review	5,300
OTHER PUBLICATION INCOME	34,000
Reprints	4,000
Prior and extra publication	6,000
Sale of single copies and back issues	10,000
From monograph authors	2,000
Advertising	12,000
MISCELLANEOUS INCOME	5,500
Interest on investments	2,500
Use of addressing service	1,000
Miscellaneous	2,000
Total Income	\$278,145

*Expenses*

PUBLICATION EXPENSE	\$209,200
Printing	
American Psychologist	\$23,000
Abnormal	13,500
Applied	7,000
Comparative	8,900
Consulting	8,500
Experimental	13,000
Abstracts	30,000
Bulletin	10,500
Monographs	8,000
Review	6,000
Directory	20,000
Purchase of AJP subscriptions	3,500
Reprints	7,000
Editorial stipends	4,800
Abstracts office expense	
Salaries	7,000
Abstractors and translators	1,000
Supplies and miscellaneous	500
APA office publication expenses	
Salaries	30,000
Rent and utilities	2,000
Supplies and miscellaneous	5,000
BOARDS AND COMMITTEES	16,450
Board of Directors	1,500
Policy and Planning Board	2,000



Board of Editors .....	1,000	
Program Committee .....	500	
Scientific and Professional Ethics .....	500	
Publications .....	300	
Relations with Psychiatry .....	500	
Training in Clinical Psychology .....	5,000	
Relations with Social Work .....	500	
Intraprofessional Relations .....	1,500	
International Relations .....	200	
Review Gundlach Case .....	300	
Audio-Visual Aids .....	150	
Comm. of University Dept. Chairmen ..	1,500	
Conference of State Psychological Assoc.	1,000	
<b>GENERAL APA ACTIVITIES .....</b>	<b>53,400</b>	
Dues paid to divisions .....	10,000	
Recording secretary .....	400	
Expenses of annual meeting .....	1,000	
Expenses of annual election .....	1,500	
Professional services .....	1,500	
Central Office (non-publication)		
Salaries .....	23,000	
Rent and utilities .....	2,000	
Supplies and miscellaneous .....	5,000	
Travel, Executive Secretary .....	1,500	
Membership in, and contributions to, other organizations .....	500	
Building fund .....	5,000	
Contingency fund .....	2,000	
Total Expense .....	\$279,050	
Deficit .....	\$ 905	

### REPORT OF THE RECORDING SECRETARY

#### To the Council of Representatives:

The following actions have been taken by the Board of Directors and the Council of Representatives between the 1949 and 1950 Annual Meetings of the APA.

#### A. BOARD OF DIRECTORS SEMI-ANNUAL MEETING

The members of the Board of Directors met March 10-12, 1950, at Ann Arbor, Michigan. The Executive Secretary and the following Board members attended: J. P. Guilford, Robert R. Sears, Carroll L. Shartle, Theodore M. Newcomb, Carl I. Hovland, Ruth S. Tolman, J. McV. Hunt, John G. Darley, Lowell Kelly, and Dorothy C. Adkins.

#### REPORTS OF OFFICERS

1. The Executive Secretary called attention to the following:

(a) The International Union of Scientific Psychology has reapplied for admission into the International Council of Scientific Unions.

(b) A contract has been written with the Clark

University Press for publishing the *History of Psychology in Autobiography*.

(c) Dues rates of foreign members and affiliates have been temporarily reduced to make them equivalent in foreign currency to the rates prior to the 1949 currency devaluations in the sterling areas.

(d) For civil-service positions as Clinical Psychologist at Grade GS-11 and above, a PhD degree is now required. (Later developments have caused this decision to be rescinded.)

(e) The House of Representatives passed the National Science Foundation Act of 1949 with the Smith Amendment.

2. The audited report of the Treasurer was accepted by the Board.

3. The Board decided that, at the discretion of the Executive Secretary, the proceedings of the Board at its spring meetings could be given publicity in "Across the Secretary's Desk" in the *American Psychologist* prior to the annual publication of Board Minutes.

#### COMMITTEE ON TRAINING IN CLINICAL PSYCHOLOGY

1. The Council in September 1949 voted that the Committee's ratings of university training programs be published no later than 1952, in two lists of schools, those approved and those showing good promise of early approval. The Board voted that the two lists of universities envisaged in the Council's action be published in the November 1950 issue of the *American Psychologist* provided that this decision is ratified by the Council in September.

2. The Board authorized the Committee to send to each of the twenty-three departments visited a letter stating (a) the Committee's system of classification of schools and the number of schools falling in each category and (b) the individual rating of the department addressed, together with a detailed discussion of the problem as seen by the Committee in that department. The letter was to state, also, that the individual ratings were being reported, in confidence, to the USPHS, the VA, and the Army, as well as to the Board of Directors of the American Psychological Association, and that, while the Committee is holding ratings as well as detailed information about each school in strict confidence, no department shall consider itself bound by such a restriction.

3. The Committee's report to the Board included a confidential list of the forty-four programs evaluated by the Committee during the last three years

and gave the current ratings of each. The Board approved these ratings as presented by the Committee.

4. The Board asserted its confidence in the plans of the Committee as outlined in Section VI of its March 10 report.

5. The Board unanimously passed a motion that the Coordinator of Professional Education should be directly responsible to the Executive Secretary.

6. The Board approved the Committee's proposal that a report of its work in the current year, to be prepared and circulated to the Board members for approval, be published in the *American Psychologist*. (This report was approved by mail vote following the March meeting.)

#### PUBLIC RELATIONS PROGRAM FOR APA

The Board passed a motion that the Policy and Planning Board should give top priority to the role of the Association in relation to the goals of the development of psychology. The Board accepted the report of the Committee on Public Relations with appreciation, but, in view of the lack of clearly defined objectives for the profession, decided not to accept the recommendation that a psychologist be employed in the APA office to develop a more active public relations program. The Board approved as an interim step, however, the establishment of an information service in the central office.

#### COMMITTEE ON CERTIFICATION AND LICENSURE

The Board voted to abolish the ad hoc Committee on Certification and Licensure and instructed the Executive Secretary to utilize such resources of the Association as he deems appropriate in advising on legislative action in the several states and to collate materials already available in the central office to serve as a basis of action.

#### COMMITTEE ON PUBLICATIONS

1. The Board agreed to drop the proposal of combining journals for the time being, but noted that the present action does not constitute permanent rejection of the idea.

2. The Board adopted the policy of prior paid publication for all APA journals except the *American Psychologist* and *Psychological Abstracts*.

3. The Board formally expressed its confidence that the Association editors are handling controversial subject matter adequately.

4. The Board accepted the recommendation of

the Committee that payment of editorial allowances be made in advance of an editor's official term of office and that present editors should receive the annual allowance for their entire terms of office in order to compensate them for their having borne editorial expenses before they officially assumed editorship.

#### JOINT MEETINGS OF OTHER SOCIETIES WITH THE APA

The Board passed a motion that joint meetings of other societies with the APA can be held only when arrangements are made through the Executive Secretary of the APA by January 1 of the year of the meeting and when space and facilities permit.

#### MEMBERSHIP

1. In the case of a member who could have come into the APA as a Fellow because he was a Fellow in AAP and who has requested immediate election as a Fellow in the APA, the Board decided that he should come in through regular channels.

2. The Board instructed its Committee in reviewing applications to interpret its educational requirements for membership in such a way as to accept only persons whose graduate training has been planned to provide training in the fundamentals of psychology. The Board formally approved the seeking of additional information on applicants by writing to such sources as the university where an applicant had his graduate work or the psychological association of the state in which he is employed in cases in which the application and endorsements leave any doubt about the applicant's qualifications.

3. The Board decided that the requirement of student status for Student Affiliate should be strictly interpreted as long as affiliateship is likely to be misinterpreted as carrying membership standing.

#### NUMBERS OF DIVISION REPRESENTATIVES

The Board confirmed the list of numbers of representatives of APA Divisions made available by the Executive Secretary.

#### VA REDUCTION IN FORCE

1. The Executive Secretary reported receipt of various telegrams urging APA action protesting the VA reduction in force of last winter. There was some feeling that the Board did not at the time know the dimensions of the problem but general agreement that the manner of putting the reduction in force into effect was unfortunate.

2. With the Board's approval, the following telegram was sent by President Guilford to Mr. Carl C. Gray, Administrator, and Dr. Paul Magnuson, of the Veterans Administration, on March 12: "The Board of Directors of the American Psychological Association, meeting in Ann Arbor, views with deep concern the pending drastic cuts in personnel and operations of the Veterans Administration. It is our belief that such action will seriously damage essential services to the veteran and will dangerously impair medical and neuropsychiatric care. The Board also deplores the manner in which the action of the Veterans Administration was suddenly precipitated without making public information concerning the basis for action. This can only make more difficult the procuring of qualified professional personnel for governmental service in the future."

#### B. INTERIM ACTIONS OF THE BOARD OF DIRECTORS

1. The Board accepted an invitation to name two members of the APA to the newly created Committee on Mathematical Training of Social Scientists.

2. The Board agreed that the APA would be one of the sponsoring institutions of the 1952 meeting of the Inter-Society Color Council.

3. The Board agreed to allow the mailing of a subscription form for the Bulletin of World Federation for Mental Health to APA members.

4. A contract with Prentice-Hall Co. for the publication of a report of the Boulder Conference was approved.

5. A budget of \$150 was approved for the Committee on Professional Training Below the Doctoral Level to cover costs of conducting a questionnaire survey in Ohio, Michigan, Minnesota, and Illinois of the training and duties of psychologists who have and psychologists who do not have the PhD degree.

6. A budget of \$185 was approved for the Committee on Audio-Visual Aids for expenses of film showings at the 1950 APA meeting.

7. A budget of \$500 was approved for use of the committee appointed to nominate a new Executive Secretary.

8. A committee to investigate the VA reclassification situation in New York was appointed and payment of the committee's expenses authorized. Members of the committee were William A. Brownell, Chairman, Thelma Hunt, and John M. Stalaker.

9. Concerning the procedure for securing the Council's approval of a new Executive Secretary, 40 members voted for treating the appointment as an emergency justifying an official mail vote before the 1950 annual meeting while 21 voted that the appointment should be made by the Board upon advisory approval of two-thirds of the Council by a mail ballot, the official voting to be done at the 1950 annual meeting.

10. On a mail ballot the Council elected Rensis Likert and Jean Macfarlane to the Board of Directors for the term, 1950-53.

Respectfully submitted,

Dorothy C. Adkins  
Recording Secretary

#### REPORT OF THE TREASURER FOR 1949

##### *To the Council of Representatives:*

The Association ended the year 1949 with a net income of \$31,289.12. Total income amounted to \$249,142.83 as against total expenses of \$217,853.71. The Association's books were audited by Ernst and Ernst, Certified Public Accountants. The detailed audited report has been examined by the Board of Directors. A condensation of the statement of income and expense is printed at the end of this report.

The net worth of the Association as of December 31, 1949 was \$104,682.28. This amount is \$13,654.03 less than the net worth one year earlier, which was \$118,336.31. The decrease was not due to a loss of funds, but to the transfer of monies from the Association's unrestricted reserves (the Net Worth) to the category of "reserved for special purposes." The amounts reserved for special purposes increased during the year by \$49,943.15 to a total of \$69,656.18. The Association's Building Fund was increased from \$10,000 to \$55,000 by transfer of funds authorized at the 1949 business meeting. The surplus fund of the *Journal of Abnormal and Social Psychology* increased, by profits from the journal, from \$9,713.03 to \$14,656.18 during the year.

Exclusive of amounts remaining in special grants which, upon expiration, revert to the agency making the grant, the Association's total reserves at the end of 1949 amounted to \$174,338.46.

In addition to the normal operating income and expenses of the Association, the APA administered several grants during the year:

1. A grant from the Carnegie Corporation of \$3000.00 made in 1948 to help defray the expenses of an analysis of the state of progress in each of the principal areas of psychological research was returned to the Carnegie Corporation since the project for which the grant was made was not carried out.

2. At the beginning of 1949 the Association held an unexpended balance of \$6,783.28 remaining from the Public Health Service grant for the period July 1, 1948 to June 30, 1949 to help pay the expenses of the Committee on Training in Clinical Psychology. During the year a subsequent grant of \$10,000.00 for the same purpose for the period July 1, 1949 through June 30, 1950 was received. At the end of 1949 there remained an unexpended balance of \$4,448.25.

3. The Public Health Service made a special grant of \$31,096.00 to the Association during 1949 to pay the expenses of the Conference on Graduate Education in Clinical Psychology held at Boulder, Colorado. At the end of 1949 there remained \$6,790.66 in this fund. (At the end of the grant period, June 30, 1950, there remained \$4,875.40 to return to the Public Health Service.)

4. The Rockefeller Foundation gave \$3,129.00 to the Association at the beginning of 1949 as part of a total grant, to be used over a three-year period, of \$8,100.00 to pay the expenses of the work of the Committee on Ethical Standards in Psychology. \$696.91 of this amount remained unexpended at the end of the year.

5. Early in 1949 the Army, the Navy, and the Air Force, using the Office of Naval Research as a contracting agency, wrote a contract with the APA to give to a selected group of officers a course of lectures entitled "The Armed Forces Familiarization Course in Military Psychology." The costs were estimated in advance to be \$2,720.00, but turned out actually to amount to \$2,252.16. The residual \$467.84 is included in the Association's statement of income and expense as part of "miscellaneous" income.

Extensions of figures for the first half of 1950 indicate that the 1950 income and expenses will not differ greatly from those for 1949, with a somewhat smaller net income probable.

Respectfully submitted,  
C. L. Shartle, *Treasurer*

## 1949 APA INCOME AND EXPENSE

	Income	
<b>Dues:</b>		
Fellows .....	\$ 15,588.00	
Associates .....	33,256.50	
For Divisions .....	9,179.50	
Student Affiliates .....	6,648.00	
Other Affiliates .....	446.00	
<b>Total Dues .....</b>	<b>\$ 65,118.00</b>	
<b>Subscriptions:</b>		
Member Journals, with dues ....	41,678.00	
Other member subscriptions ....	39,605.70	
Abnormal .....	\$ 7,927.30	
Applied .....	5,352.30	
Comparative .....	3,746.30	
Consulting .....	7,115.80	
Experimental .....	4,578.90	
Monographs .....	4,849.30	
Review .....	6,035.80	
Non-member subscriptions ....	52,739.80	
American Psychologist .....	3,446.52	
Abnormal .....	7,396.81	
Applied .....	8,381.21	
Comparative .....	2,721.93	
Consulting .....	4,458.03	
Experimental .....	3,784.38	
Abstracts .....	8,533.93	
Bulletin .....	6,280.43	
Monographs .....	2,371.67	
Review .....	5,364.89	
<b>Total Subscriptions .....</b>	<b>134,023.50</b>	
<b>Other Publication Income:</b>		
Reprints, and prior and extra publication .....	12,383.98	
Sale of single copies and back issues .....	20,694.07	
From Monograph authors .....	1,836.00	
Advertising .....	8,824.00	
<b>Total other publication .....</b>	<b>43,738.05</b>	
<b>Miscellaneous Income:</b>		
Interest on investments .....	2,590.74	
Miscellaneous .....	3,672.54	
<b>Total miscellaneous .....</b>	<b>6,263.28</b>	
<b>Total Income .....</b>	<b>\$249,142.83</b>	
	<b>Expenses</b>	
<b>Publication Expense:</b>		
Printing .....	\$117,290.42	
American Psychologist .....	\$17,004.61	
Abnormal .....	9,821.17	



Applied .....	7,576.93	
Comparative .....	6,342.74	
Consulting .....	6,883.55	
Experimental .....	11,447.03	
Abstracts .....	25,752.88	
Bulletin .....	9,986.29	
Monographs .....	9,381.83	
Review .....	5,623.09	
Yearbook .....	7,470.30	
Reprints .....		6,440.30
Editorial Stipends .....		4,800.00
APA office expenses charged to publications (including Abstracts office expenses) .....		35,876.08
Salaries .....	30,354.77	
Rent and utilities ..	1,445.51	
Supplies and miscellaneous .....	4,075.80	
Miscellaneous .....		4,538.62
<b>Total Publication .....</b>		<b>\$168,945.42</b>
<b>Boards and Committees:</b>		
Board of Directors .....	1,576.58	
Policy and Planning Board ....	2,317.43	
Board of Editors .....	325.02	
Program Committee .....	251.58	
Scientific and Professional Ethics .....	16.50	
Publications .....	119.33	
Relations with Psychiatry .....	712.63	
*Training in Clinical Psychology .....	2,913.87	
Public Relations .....	240.24	
Standards for Psych. Service Centers .....	512.91	
Conference of State Associations .....	350.00	
<b>General APA Activities:</b>		
Dues paid to Divisions .....	\$ 4,983.52	
Recording Secretary .....	400.00	
Expenses of Annual Meeting ...	756.43	
Expenses of Annual Election ...	1,187.84	
Professional Services .....	1,341.97	
Central Office (non-publication) .....	23,204.23	
Salaries .....	\$17,682.93	
Rent and utilities ..	1,445.51	
Supplies and miscellaneous .....	4,075.79	
Travel, Executive Secretary ....	1,510.77	
Building Fund .....	5,000.00	
Contingency Fund .....	1,187.44	
<b>Total non-publication .....</b>		<b>\$ 48,908.29</b>
<b>Total Expense .....</b>		<b>\$217,853.71</b>
<b>Total Income .....</b>		<b>\$249,142.83</b>
<b>Total Expense .....</b>		<b>217,853.71</b>
<b>Net .....</b>		<b>\$ 31,289.12</b>

\* In addition to \$12,335.03 from the United States Public Health Service (see Treasurer's report above).

## REPORT AND RECOMMENDATIONS FROM THE CONFERENCE OF STATE PSY- CHOLOGICAL ASSOCIATIONS

### *To the Council of Representatives:*

In terms of specific problems, those connected with legislation for licensing and certification of psychologists have continued to receive major attention from the Conference. Through its committee on certification and licensure, the Conference has attempted to keep abreast of activities in this area, and through correspondence and personal contacts to be of service to State Associations seeking help on legislative problems.

The Conference has also taken an active part in assisting and encouraging new Associations and State groups interested in forming new Associations. Nine new State Associations have been organized during the past year or are in the process of organization at present. The Conference feels that this is encouraging in the light of the number and importance of professional psychological problems which must be dealt with on the State level.

The Conference has recommended favorable action on the applications of three additional Associations for affiliation with the APA and the Conference. This will make the number of Associations now affiliated with the APA and the Conference 30 in number.

Another specific major problem which the Conference has discussed and which it feels should receive major attention by its appropriate committees and by them in cooperation with APA committees working on the problem is that of the sub-doctoral worker in the field of psychology.

Over and above these specific problems, the Conference has given greatest consideration during the past year and considers most important the problem of communications with and assistance to the local psychologists in the States. The Conference feels that there should be more conscious and specific provision for dissemination of information between the States and the central APA office and between the States themselves. The importance of this general problem is forced upon us by major problems facing psychology today which can be worked out only on the local or State level and which must involve in their working out the individual local psychologists. These problems are wide and sweeping in terms of major ones facing



psychology today—the legislative control of professional psychological activities, the development of codes of ethics and methods of enforcement, the development of policies and practices in public relations and their execution, the relation of psychologists and State Psychological Associations to other professional workers and other professional societies, the extent to which standards of membership in State Psychological Associations should bring into the fold minimal or even sub-minimal workers in the field, the problem of the unaffiliated psychologist in the field, and the general problem already referred to of the training, functioning, and designation of the sub-doctoral worker in psychology. The solution of these problems, with a strong recognition of and communication with the local psychological element, seems essential to the preservation of the organization of all psychologists in one strong national organization. The Conference of State Psychological Associations considers its role in this problem important since it represents the only organizational unit connected with APA which represents the State Associations or the direct organizations of the local psychologists. The Conference feels that the APA should devote an amount of attention to the State groups commensurate with the importance of the problems, largely but not only professional, which must be solved at the local State levels. Although it recognizes that the APA is spending a large amount of effort and large amounts of funds on various professional problems, the Conference feels that it would be in the interest of psychology as a whole to direct more of its efforts to the local groups and to establish more strongly and more directly the lines of communication between the central organization and the States and between the States themselves. The Conference feels its responsibilities in this matter, but due to its limited resources has not been able to deal with the problems adequately. A recommendation from the Conference to the APA Council to implement these needed communications is submitted:

*Recommendation:*

Whereas the various problems facing psychology today are so largely ones that involve the local psychologist and his activity in a State or local group, and whereas these emphasize the need for more effective communication from and to local

psychologists and for a free flow of ideas and experience from each State Association to the others and between the APA and its divisions and the States, and whereas the APA has already given indication of recognizing the importance of these problems as commensurate with the problems of basic research and publication,

Be it resolved that the Board of Directors and the Council of Representatives of APA take such action as necessary to provide a full-time Executive Secretary in the APA office to serve the Conference of State Psychological Associations and the affiliated State Associations.

In order to clarify the relation between affiliation with the APA and membership in the Conference of State Psychological Associations, and in order to provide a sounder basis for financial operation of the Conference, the following amendments to Article (XV) XIII of the Proposed Revision of the By-Laws of APA as printed in the June 1950 American Psychologist are recommended:

*Recommendations:*

That the following be inserted in line 2 Section 1 after the word "may": "upon recommendation of the Conference of State Psychological Associations". . . .

That the following be inserted in line 7 Section 1 after the word "Association": "Continuing membership shall depend upon the Association's conforming to majority actions of the Conference of State Psychological Associations on matters of policy and assessments."

That the following be inserted at the beginning of Section 4: "Upon the recommendation of the Conference of State Psychological Associations to the Council of Representatives, or". . . .

*Recommendation:*

The Conference recommends that the Council approve the applications for affiliation from the Hawaii Psychological Association, the Ontario Psychological Association, and the Tennessee Psychological Association.

The Conference reports the election of Bruce V. Moore as Chairman-elect and of Fred McKinney as a Representative to the APA Council. Orlo Crissey and John Peatman, retiring Council representatives, are replaced by Fred McKinney

(elected) and Stanley Estes (representative by virtue of becoming Chairman of the Conference). The six Council Representatives from the Conference are now: Stanley Estes, Thelma Hunt, Bruce V. Moore, Marion Bills, Wallace Wulfeck, and Fred McKinney.

Respectfully submitted,  
Thelma Hunt, *Secretary*

## REPORT OF THE BOARD OF EDITORS

### To the Council of Representatives:

The annual meeting of the Board of Editors was held on May 13, 1950, in New York City. Seven of the ten editors were present (two were unable to attend because of the railroad strike). Also present were two incoming editors—Dr. H. F. Harlow (*Journal of Comparative and Physiological Psychology*) and Dr. A. W. Melton (*Journal of Experimental Psychology*).

The Executive Secretary presented his annual financial report as business manager of publications of the American Psychological Association. The report showed profit of \$10,032.37 for all APA publications in 1949.

The annual reports of editors for the ten journals were presented and approved. The accompanying table shows the disposition of manuscripts received in 1949, in accordance with Article XVIII, 5 of the By-Laws. Except for the *American Psychologist*, the number of manuscripts received increased mark-

edly in 1949 for all journals. Editors are making increased efforts to induce authors to reduce the length of papers accepted for publication.

The last column of the table shows the average lag in months for all journals except the *Psychological Abstracts*. The special character of this journal makes it difficult to present a comparable figure for publication lag.

At the request of the Committee on Publications, the Board of Editors adopted the following uniform procedure for determining and reporting the dates of receipt of manuscripts: The date of the *first receipt* of an article will be considered as the date of acceptance and will be published as the date of receipt in the journal, provided the author makes any required revision of the manuscript in time to meet the deadline set by the editor. If the author fails to meet this deadline, the date on which the *revised* manuscript is submitted will be considered the date of receipt, and publication order would be determined accordingly.

The Board of Editors passed unanimously a motion expressing deep appreciation of the outstanding services of the two retiring editors: Dr. Francis W. Irwin (*Journal of Experimental Psychology*) and Dr. Calvin P. Stone (*Journal of Comparative and Physiological Psychology*).

Respectfully submitted,  
H. S. Conrad  
J. McV. Hunt  
F. W. Irwin  
C. M. Louttit  
D. M. Paterson  
C. C. Pratt  
L. F. Shaffer  
C. P. Stone  
Helen M. Wolfe  
Lyle H. Lanier, *Chairman*

### DISPOSITION OF MANUSCRIPTS BY APA JOURNALS, 1949

	Received	Accepted	Rejected	Average Lag (Months)
<i>American Psychologist</i>	118*	44 (37%)	71 (60%)	7**
<i>J. abnorm. soc. Psychol.</i>	210	63 (30%)	147 (70%)	11
<i>J. appl. Psychol.</i>	176	102 (58%)	74 (42%)	8
<i>J. comp. physiol. Psychol.</i>	72	69 (83%)	12 (17%)	12
<i>J. consult. Psychol.</i>	193	102 (53%)	91 (47%)	7
<i>J. exp. Psychol.</i>	170	110 (65%)	60 (35%)	12
<i>Psychol. Abstracts</i>	—	—	—	—
<i>Psychol. Bulletin</i>	59	28 (48%)	31 (52%)	5
<i>Psychol. Monographs</i>	38*	11 (29%)	19 (50%)	15
<i>Psychol. Review</i>	100	43 (43%)	57 (57%)	7

\* Action was pending in the case of 3 of these manuscripts for the *American Psychologist* and 8 for the *Psychological Monographs*.

\*\* This figure refers to the lag for "unofficial" papers accepted for publication in the *American Psychologist*.

## REPORT OF THE FINANCE COMMITTEE

### To the Council of Representatives:

The Finance Committee has reviewed the financial situation of the Association including income, expenditures, investments and probable needs for funds in the future.

The Committee recommends that \$50,000 be transferred from the checking account to savings accounts bearing 2% interest or more.

The Committee also reaffirms its recommendation

of 1949 that "approximately \$45,000 per year for three years be added to the building fund."

Respectfully submitted,

Marion A. Bills  
Steuart H. Britt  
Leonard Carmichael  
Willard C. Olson  
Carroll L. Shartle, *Chairman*

## REPORT OF THE COMMITTEE ON SCIENTIFIC AND PROFESSIONAL ETHICS

### PROCEDURES FOR HANDLING COMPLAINTS INVOLVING QUESTIONS OF ETHICS

#### I. General

1. The permanent files of the Ethics Committee shall be maintained in the Washington office of the Association.

2. Correspondence with persons about whom complaints are received or with complainants shall be routed through the Secretary of the Committee, who is also the Executive Secretary of the Association.

3. Complaints concerning unethical practices and inquiries concerning either unethical practices or actions of the Committee, when, and if, received by the Chairman or Members of the Committee, shall be forwarded to the Executive Secretary of the Committee for reply.

4. Letters written by the Secretary of the Committee, the Chairman of the Committee, or any member of the Committee which concern cases before the Committee, shall be limited to single cases and any forms for voting or expressing opinion shall be typed on separate sheets of paper for each case. Since the filing systems of the Committee consists of folders for each case, such procedures will avoid much difficulty in assembling the material with reference to any case and simplify both record keeping and the consideration of cases.

#### II. Receipt of Complaints

1. Upon the receipt of a complaint, the Executive Secretary of the Committee shall examine the membership lists of the Association and the lists of applicants for membership in order to determine whether or not the person complained about is a member or potentially a member of the Association.

2. If the person complained about is neither a member nor an applicant for membership of the

Association, the Executive Secretary shall refer the matter to the Committee on Public Relations or to any other appropriate committee for such action as is deemed desirable.

#### III. Procedure with Applicants for Membership Who are being Considered for the First Time

1. If the person complained about is an applicant who is being evaluated for membership for the first time, the Secretary shall notify the committees or boards considering the application and request that its consideration be delayed until the matter can be investigated.

2. The Secretary of the Committee shall then write to the applicant stating that a complaint has been received, describing its nature, requesting the applicant to submit a statement clarifying the matter, and stating that the application will not be considered until a reply is received.

3. Upon the receipt of a reply, the papers in the case shall be submitted to the appropriate committee or board considering the application. This committee or board shall make its decision as to whether or not the applicant is qualified for membership without referring the matter to the Committee on Scientific and Professional Ethics.

#### IV. Procedure with Fraudulent or Erroneous Applications for Membership

1. Since the Council of Representatives on the recommendation of the Board of Directors has legally the power to void a membership which is based on an application which involves misrepresentation, fraud or error in essential items, cases in which the question of fraud or of error in an application for membership is involved shall not come before the Committee on Scientific and Professional Ethics unless the Board of Directors specifically refers such a case to it for investigation. In considering a referred case, the Committee shall follow the essential procedures in Section V and make a special report to the Board of Directors on the case.

#### V. Procedure with Members

1. If the person complained about is a member of the Association, in any class of membership, the Secretary of the Committee shall write a letter to the member stating that a complaint has been received. The Secretary shall describe the nature of the complaint and point out that the behavior de-

scribed is, in some respects, thought to be contrary to the standards of ethics and the policies of the Association. He should go on to say that, as Secretary, he would welcome a statement from the person complained about as to the facts in the case and point out the desirability of a prompt reply. He should state that if no reply is received, or if the statement does not seem to clear up the matter, it will be necessary for him, as Secretary, under the regulations of the Association, to refer the matter to the Committee on Scientific and Professional Ethics for more detailed consideration. The letter should be courteous and suggest the possibility of desisting from the undesirable practice.

2. If the member complained about is under consideration for a higher class of membership or for the diploma of the American Board of Examiners, the Secretary shall notify the appropriate committee or board that a complaint has been received and request that consideration of the application be delayed until the Committee decides whether or not the case should be entered on the docket.

3. Upon receiving a reply from a member who is complained about, the Secretary of the Committee shall transmit a copy of the reply to the Chairman of the Committee. If the Chairman and Executive Secretary of the Committee decide that the complaint has no basis in fact, is insignificant, or is minor and likely to be corrected, they shall so indicate and not bring the matter formally before the Committee for action. However, at the Committee meeting held at the time of the Association's Annual meeting, a report on the cases so handled shall be presented to the Committee for approval. After approval by the Committee, an appropriate letter shall be sent to the complainant and the person complained about, informing them of the Committee's action. This will clear the record insofar as the particular complaint is concerned.

4. If the Chairman and the Secretary decide that the question raised by the complaint is significant, the Secretary shall transmit copies of the complaint, his original letter to the member complained about, and the reply received from the member, together with copies or digest of other materials which are pertinent to the complaint to each member of the Committee, together with a form on which the Committee members shall vote whether or not in their opinion, the case deserves investigation and is to be formally entered on the Committee's docket.

5. The Secretary shall also notify any appropriate committees or boards that the complaint as reported in item 2 above has not resulted in a formal entry on the docket in order to clear the case for action, or that it has been entered on the docket and that consideration be further delayed.

6. The replies of the Committee members shall be transmitted to the Committee Chairman, who will summarize the vote and report to the Committee members and the Executive Secretary of the Committee.

7. If a majority of the Committee members favor further investigation and action, the Secretary of the Committee shall enter the case upon the formal docket and, in cooperation with the Chairman, assemble the necessary facts for presentation at the next regular meeting of the Committee which will normally be held at the time of the meeting of the American Psychological Association. The Committee may by correspondence also decide to request the member complained about to be present for a hearing held at the time of the annual meeting. At its annual meeting, the Committee may either adjudicate cases in accordance with the By-laws of the Association, or make arrangements for further investigation or hearings.

#### VI. Clearance of Cases

1. Once each year the Committee at its annual meeting shall make a decision on each case in its files as to whether consideration is to be continued or whether the case is cleared and can be so certified to appropriate boards of the Association. This would be largely a routine procedure. Each year the Secretary of the Committee will prepare and present to the Committee an alphabetical list of the cases actually on the docket of the Committee.

2. A case on the docket of the Committee shall be automatically cleared and be so certified to appropriate boards if no further action is taken by the Committee at the annual meeting immediately after the lapse of a two-year period from the time it first appeared on the docket.

3. A decision whether or not a complaint involving an applicant for membership is to be investigated shall be made within three months after the receipt of the complaint. If a decision to investigate is made, the appropriate board considering the applicant's candidacy shall be so notified, and the case entered on the docket and considered in a



manner similar to that described for members in Section V.

4. On the presentation of additional evidence of unethical behavior any case that has been cleared or closed may be reopened and considered by the Committee. In such a case, the procedures described in Section V shall be followed.

Warner Brown  
Edwin E. Ghiselli  
Norman L. Munn  
Gilbert J. Rich  
John E. Anderson, *Chairman*

#### REPORT OF THE ELECTION COMMITTEE

##### *To the Council of Representatives:*

The 1950 nominating and election ballots for APA officers and the 1950 election ballots for all divisions but one were conducted by the APA Office. Results of divisional elections were transmitted to the secretaries of the divisions. Results of the election of APA officers, other than Division Representatives, were as follows:

J. McV. Hunt, President-elect  
Percival M. Symonds, Regional Representative (1950-1953) Region II  
Joseph E. Moore, Regional Representative (1950-1953) Region V  
Lester F. Beck, Regional Representative (1950-1953) Region VIII

An advisory ballot of arrangements for APA office quarters was conducted in accordance with the instructions of the Council of Representatives. By a vote of 2805 to 71 the members approved the general plan to secure permanent office space. Votes on the preferred arrangements were as follows:

563 voted to construct a new building  
909 voted to purchase an existing building and convert it to APA use  
1139 voted to lease space in the prospective building of the American Association for the Advancement of Science  
126 voted to lease space in some other building

In a number of write-in comments members suggested that the final decision will have to be made by a smaller group possessed of the details of costs and what is available when the time to move out of our present quarters actually arrives.

Several members suggested that we lease now and buy or build later on a more favorable market. A few suggested that we are already spending too much money and ought not to have an office. Two or three suggested that the office should be moved to a geographically more centralized location such as St. Louis. One member suggested that we erect a William James Memorial Building on funds contributed by Harvard graduates or that we name it the James McKeen Cattell, the G. Stanley Hall or some other memorial building if the graduates of Columbia, Clark, or some other university contribute more than do the Harvard graduates.

In summary, the most favored single choice is to lease space in the AAAS building—but, although that was the original plan, it may become impossible and cannot be permanent. Those who favor owning our own building outnumber by 1472 to 1265 those who favor leasing space. The distribution of votes and the written comments of a number of members mean that the Association expects the Council to make the best arrangements possible—financial and otherwise—when the time arrives.

Respectfully submitted,

Donald G. Marquis  
Carl R. Rogers  
Ernest R. Hilgard, *Chairman*

#### REPORT OF THE COMMITTEE ON STUDENT AFFILIATES

##### *To the Council of Representatives:*

Pending consideration of recommendations and suggestions previously made to the Policy and Planning Board and the Council of Representatives, the Committee on Student Affiliates has confined itself this past year to the continuation of services already established. These services include (a) publication of the Student Affiliate page in the *American Psychologist*, and (b) scheduling of student affiliate sessions at regional and APA meetings.

The Student Affiliate page, which was conceived as a means of developing communication among student affiliates and between them and the APA, appeared in the December issue of the *American Psychologist*, and present plans are to continue featuring it as often as the flow of copy permits. Informal discussion sessions for student affiliates have been held at the Eastern and Midwestern Psycho-



logical Association meetings, and a similar session has been planned for the annual APA Meeting.

Respectfully submitted,

Stanford C. Ericksen  
Richard Dale Givens (student member)  
Lloyd G. Humphreys  
Joan W. Robertson (student member)  
Edgar H. Schein (student member)  
Walter C. Shipley, *Chairman*  
Joseph Sutton (student member)  
Robert L. Thorndike  
Beth L. Wellman  
Geraldine L. Whitted (student member)

#### REPORT OF THE COMMITTEE ON PUBLICATIONS

*To the Council of Representatives:*

The Committee on Publications met in New York City on March 4, 1950. All members of the Committee were in attendance. The major actions of the Committee are reported below:

The Committee considered the possibility of simplifying APA journal structure and of effecting a financial saving by merging the *Journal of Experimental Psychology* and the *Journal of Comparative and Physiological Psychology*. It also discussed the possible combination of the *Psychological Bulletin* and the *Psychological Review*. The Committee felt that in view of the present needs for publication and the prospective increase in needs, it would not be wise to recommend a reduction in the number of the association's journals.

A survey of the publication lag in the association's journals was made and it was noted that in the case of some journals the lag was greater than is desirable. The Committee has not as yet made recommendations aimed at reducing this lag but has requested that recommendations be made by the Board of Editors and by the divisions in whose areas the publication lag appears to be most serious; namely, the Division of Abnormal and Clinical Psychology and the Division of Experimental Psychology.

The Committee recommended the adoption of the policy of prior paid publication in all association journals except the *American Psychologist* and the *Psychological Abstracts*. It also recommended that a uniform policy of publishing dates of receipt of accepted manuscripts be adopted. It is noted that

policies in keeping with these recommendations have since been adopted by the Board of Editors.

The Committee discussed the question as to whether a fixed upper limit of length for journal articles should be established. It did not feel that the adoption of a uniform rule for all journals in this regard would be wise.

Respectfully submitted,

Paul M. Fitts  
Edwin B. Newman  
Herbert S. Conrad  
Lyle H. Lanier  
Laurance F. Shaffer  
Wayne Dennis, *Chairman*

#### REPORT OF THE COMMITTEE ON INTER- NATIONAL RELATIONS IN PSYCHOLOGY

*To the Council of Representatives:*

During the past year the Chairman has been engaged in arranging certain details of the International Union of Scientific Psychology. The Executive Committee of the International Congress of Psychology has approved the appointment of the following officers to hold office until the Stockholm meeting of the Congress July 16-21, 1951: President, Henri Pieron; Treasurer, David Katz; Secretary-General, H. S. Langfeld; Assistant Secretary-General, J. Piaget. The official seat of the Union is Eno Hall, Princeton, N. J.

Application was made for admission of the International Union of Scientific Psychology in the International Council of Scientific Unions. At the meeting of the Executive Committee of the Union in Copenhagen last September, at which meeting E. Rubin represented the International Union of Scientific Psychology, it was decided to admit no new Unions at that time. Application has again been made for admission of the IUSP in the International Council of Scientific Unions. It is expected that some action will be taken at a meeting scheduled to take place next August at Berne. Professor Piaget has been asked to represent our Union.

Assistance has been given the Cultural Attaché of the French Embassy in the editing of a pamphlet on French psychology in recent years.

The Chairman plans to publish from time to time short accounts of the present development of psychology in various foreign countries. An account of the International Congress of Applied Psychol-

ogy, which was held in Berne last September, has appeared in the *American Journal of Psychology*. An account of psychology in Holland will be published soon.

There are many appeals of foreign psychologists for positions in America. One psychologist was assisted in obtaining a visiting lectureship for half a year. It is very difficult, however, to obtain permanent positions for foreign psychologists. The situation is often a very sad one, and any suggestions will be gladly received by this Committee.

There is considerable correspondence with foreign psychologists, and information is supplied whenever possible.

It is recommended that the Committee be continued.

Respectfully submitted,  
Jerome S. Bruner  
Margaret E. Hall  
Walter S. Hunter  
Otto Klineberg  
Donald V. McGranahan  
Walter R. Miles  
Robert M. Yerkes  
Herbert S. Langfeld, *Chairman*

#### REPORT OF THE APA COMMITTEE ON STANDARDS FOR PSYCHOLOGICAL SERVICE CENTERS

To the Council of Representatives:

##### I. Introductory Statement

The Committee was authorized at the 1946 meeting of the Association in Philadelphia. Its initial assignment was to determine criteria that might be employed in the selection of those psychological service centers which might properly be listed in a directory. The directory was to provide the information needed by the members, social agencies and others, in order that they might answer inquiries as to where adequate psychological services are to be obtained.

This Committee was not the first to attack the problem. For an account of previous efforts, see the article in the *American Psychologist* for February, 1948, pp. 57-58, entitled, "Progress Report of the Committee on Psychological Service Centers."

The present Committee was originally made up of representatives of the following sections: Clinical

Psychology, School Psychologists, Industrial Psychology, Consulting Psychology, and Educational Psychology. Its members were of the opinion that to be at all realistic it would be necessary to get some facts about the centers that were in operation. Accordingly a detailed questionnaire was sent to all psychological service centers requesting it, the returns from which were summarized in a 33-page lithoprinted report that was mailed to members of the Council of Representatives. A summary of this Report is scheduled to be published in the *American Psychologist* during the current year.

At the Denver meeting members of the Council were divided on the following question: Should the directory include all centers which applied for inclusion if they met some arbitrary criterion (such as having on the staff a Fellow or Associate of the APA with a certain amount of experience), or should the work of the centers be more carefully evaluated in order to determine whether or not they might properly be included? The matter was therefore referred back to the Committee with the request that it prepare a revised report in the light of the opinions presented by the Council and by the Board. The following document which recommends an evaluative directory constitutes this revised report.

##### II. Implications of an Official APA Directory

The Committee was of the opinion that the problem required restatement in order to clarify the basic issues involved if the directory is to serve its proper function. When this clarification is made, other questions find a more ready answer. Therefore the following orientation is presented setting forth the implications of an official APA directory.

1. *The Association is responsible.* In bringing out a directory of psychological services, the Committee believes that the American Psychological Association has a responsibility to the communities where it will be used, to the individuals who will use it, to the profession of psychology, and to members of allied professions, for whom it will serve as a source for referral. (Among organizations of allied professional groups the following were mentioned: The American Medical Association, The American Psychiatric Association, The National Conference of Social Workers, The A.C.P.A., and the National Vocational Guidance Association.) These people should be able to turn to its pages

with confidence, and the clients who use it should not be disappointed.

2. *The psychological personnel should be properly qualified.* The services described in the directory should be those offered by professionally qualified psychologists, trained and experienced in understanding people and their behavior, and using psychological principles, methods, procedures and techniques. These would be used in measuring, analyzing, evaluating, classifying, diagnosing, interpreting, counseling, guiding, reeducating, or selecting, for the purpose of determining or improving the behavioral adjustment of human beings. To be thus qualified the professional psychologist who is in charge of psychological services should be competent at the doctoral level, should have had a minimum of one year of supervised experience, and appropriate additional professional experience. Those doing technical work who are associated with him should, of course, have sufficient training for the work they are called upon to do.

3. *Evidence of agency competence should be available.* Evidence that an agency is providing professional psychological services may be gauged by such criteria as the following:

a. The nature of other professional groups in the agency and their recognition by their own professional societies and accrediting agencies.

b. The nature of its purposes in terms of the quality of the services rendered.

c. The nature of the inter- and intra-professional relationships maintained.

d. The nature of its relationships with the community, including its financial status, and its public statements regarding its work.

e. The nature of the confidential relationships with the clients in counseling.

f. The nature of the specific disavowal of non-psychological procedures and techniques.

g. The nature of the status of the senior psychologist, who should not be merely a technician promoted through seniority but a professionally competent person. If the psychological services are a part of a larger agency, he should hold a staff position, implying that he has a part in the determination of policy as it affects the services for which he is responsible.

### III. Stages of Evaluation

The following are what might be referred to as stages or degrees of evaluation of centers for inclu-

sion in a directory. They are presented in the order of increasing effectiveness as judged by the Committee on the basis of the preceding criteria of evaluation:

1. Including all centers which might request a listing. This procedure would be strictly non-evaluative. It might result in the inclusion of approximately 2000 centers. Such a laissez-faire policy is not recommended.

2. Including all centers which might request a listing provided they employ one or more APA members. Whether the criterion were Fellow, Diplomate, or Associate status, this stage of selection would depend for its effectiveness on the nature of the evaluation of individuals made in the process of admission to membership in the Association. It might include approximately 1000 centers. If this plan were followed, no committee would be needed since the details could be handled clerically. The Committee does not favor this plan chiefly because it would be misleading to the public since it would provide no pertinent criterion of competence.

3. Including all centers employing APA members (and others of equivalent status) who report information by mail regarding the center, on the basis of which the center might be approved or not by the Committee. Certain criteria for listing in the directory, such as those mentioned later in this report, would be agreed upon as forming a basis for committee judgments. This plan might include some six or eight hundred centers according to the nature of the criteria and the stringency with which they were applied. Although this procedure has much to recommend it, the plan is not favored by the Committee since it does not provide the assurance of quality recommended in section II, above.

4. Including only those centers requesting inclusion which submit information about their status, as in Point 3, and which are approved by the Committee on the basis of this information, and in addition on the basis of information obtained from a personal visit of inspection by qualified psychologists. The Committee recommends this procedure even though the first edition of such a directory might not include more than two or three hundred centers. It is believed that the added data provided by a visit of inspection would be important in properly evaluating a center, and would not require an excessive outlay in time and money above what would be required for an evaluation based solely on data submitted by the Center.

#### IV. Implementation

The Committee, in order that this latter plan may become effective, makes the following recommendations for its implementation:

1. That the term, Psychological Service, be substituted for Psychological Service Center, since the function of the Committee is to evaluate the psychological services and not the center or agency as a whole, of which they may be but a part.

2. That the psychological services should be viewed in their setting, and hence only those services be recognized by the Association in which the chief or senior psychologist holds a staff relationship with the agency administration.

3. That only those services be listed which specifically request listing, and that services making such a request:

a. Submit on blanks prepared for the purpose information requested by the Committee.

b. Pay a non-returnable fee (perhaps \$25.00) which will help meet the expenses of the Committee.

c. Return information annually on any changes in the organization or service, with a small fee (perhaps \$10.00) to cover the cost of changes.

d. Agree to a biennial check on their status.

e. Be permitted a review by different visitors if they take exception to the rating first given them.

f. Waive all claim to listing if the Committee does not approve their request.

4. That the Committee enlist the voluntary assistance of psychologists in the locality to visit the services requesting listing and supply the Committee with information about them. The visitors would check the information submitted by the service to the Committee, and would themselves supply such further information as the Committee might request. The visitors, however, would not recommend the approval or disapproval of a request, but would submit information to the Committee, which would take action on the basis of all data available. Any unusual travel expense of a visitor would be paid from the Committee budget.

5. That state associations be asked to cooperate in the following three ways:

a. By submitting a panel of names, when requested, of psychologists who in their opinion are qualified to serve in the capacity of visitors. The Committee could select from this list but would not be bound by it.

b. By setting up a committee to study the practice of psychology in their state, and to help services in organizing and in meeting standards.

c. By serving as public relations agencies, distributing directories, and informing the public in regard to the services available in different centers.

6. In view of the responsibilities of the Committee, it is probable that it should be incorporated for legal protection, in which case it might properly be called by some such name as the Board of Selection of Psychological Services.

7. The Committee should be subsidized so that as many as three or four meetings could be held each year in order to examine the reports on the different services and make recommendations regarding listing in the directory. The Committee should regard its function as advisory and cooperative in relation to the services that it feels do not meet its standards, that they may be helped to do so and thus receive a listing in a later edition of the directory.

8. The criteria that the Committee might properly take into account in judging the propriety of inclusion of a service in the directory are the following. They are listed in two categories. The so-called "absolute criteria" are those which all services might be expected to meet. Failure to meet any one of them might disqualify the service for inclusion in the directory. The so-called "relative criteria" are represented as desirable but not essential conditions; excellence in one or more might be adjudged to compensate for deficiencies in some of the others. It would be the function of the Committee to modify and interpret these criteria in line with developing policy.

##### (A) Absolute Criteria

a. Does the service follow professionally ethical practices?

b. Is the service financially sound?

c. Are its housing, equipment, and office practices and records adequate?

d. Is there adequate supervision of junior and preprofessional personnel?

e. Is a satisfactory referral system in operation?

f. Is the director, chief or senior psychologist a Fellow or Associate in the APA?

##### (B) Relative Criteria

a. Are there one or more Fellows of the APA on the staff?



b. Are there individuals with doctoral degrees on the staff?

c. Is there at least one full-time staff member?

d. Have the majority of staff members had at least a year's successful professional experience?

e. Does the service operate on the basis of at least a 30-hour week?

f. Is the case load such that proper service of the sort provided can be rendered?

9. In the process of preparing the directory, and before it is issued, the Committee should make contact with other related professional groups, clarifying its objectives for them, and requesting their suggestions and their cooperation. Thus the ground might be laid for a single joint directory later.

10. Sample entries as they might appear in the directory are shown as exhibits at the close of this report.

### V. Conclusion

At first approach, the task of preparing a directory seems relatively simple and any scheme for visitation unnecessary. But as the problems are studied in more detail, the necessity for the more careful procedure becomes evident. In making its recommendation for an evaluative directory involving the inspection of services by psychologists in the locality, the Committee recognizes that considerable labor will be involved. It should be pointed out, however, that the plan is not without precedent. The National Vocational Guidance Association has brought out a directory on this basis. The cost of visitation is reduced by enlisting the help of psychologists on a voluntary basis, a service which it has been found is gladly rendered.

The whole problem boils down to the task of finding the answers to two questions: (1) What does the service profess to do? (2) How well does it do it? The Committee believes that these questions can be answered, and that they take precedence over questions of size, budget, case load, and hours per week the office door is open. Thus it appears that qualified services should be included that serve only a restricted clientele, that are provided by only one or more persons, and that are manned by industrial consultants or personnel counselors who do no "clinical" work.

If by means of the recommended plan it is possible to determine with a fair degree of accuracy

which services are competent in what they are doing, there need be no doubt of the usefulness and value of the directory it is proposed to issue.

Respectfully submitted,

Irwin A. Berg  
Jerry W. Carter, Jr.  
Nathan Kohn, Jr.  
Bertha M. Luckey  
Vernon P. Scheidt  
Albert C. Van Dusen  
C. Gilbert Wrenn  
Robert A. Young  
Wm. Clark Trow, *Chairman*

#### *Exhibit of How a Psychological Service Might Appear in the Directory*

**X GUIDANCE CENTER:** 250 Main Street, (American City).

**Sponsorship:** Private, Board of Education, etc.

**Services:** Counseling on adjustment problems, aptitude, achievement, and personality evaluation, vocational guidance.

**Clientele:** No restrictions—children and adolescents.

**Fees:** None for children in X Public Schools or for needy cases. Usual fee for others is \$50.00, \$5.00 to \$10.00 for follow-up appointments.

**Method of Application:** Referral, letter, telephone, or personal interview.

**Chief of Service:** John H. Doe, Ph.D., (X University), Fellow APA, Diplomate in Guidance and Counseling ABEPP.

**Staff:** One Senior Counselor (Ph.D., Member NVGA); one Psychological Examiner (M.A.); consultants X County Hospital for special cases.

**Hours:** Monday through Friday 9:00 a.m. to 5:30 p.m.; Tuesday 6:30 p.m. to 9:30 p.m.

#### **Note:**

Larger centers would list additional services and staff members.

Psychological services in a larger agency might be recorded as follows:

BUREAU OF PSYCHOLOGICAL SERVICES of the X State Hospital, 105-109 Hospital Annex, 200 State Street.  
(Data concerning psychological services would be noted as above.)

### REPORT OF THE COMMITTEE ON TRAINING IN PSYCHOLOGY BELOW THE DOCTORAL LEVEL

#### *To the Council of Representatives:*

The Committee on Professional Training Below the Doctoral Level has held two physical meetings, and carried on considerable correspondence this year in prosecuting its investigations.



The Chairman of our Committee met with the Chairmen of the Committee on Training in Clinical Psychology, the Committee on Standards of Training of Psychologists, and the Committee on Intraprofessional Relationships in Psychology, in order to define our area of interest, coordinate our activity and to eliminate duplication of effort.

Last year's studies of psychologists in four states were brought together in a supplement to the Annual Report, to be published in the *American Psychologist*. In addition, Speer's study in Illinois is to be published in greater detail, also in the *American Psychologist*.

An analysis of the data in these studies led the Committee to the conclusion that (1) the majority of psychologists employed in applied fields have less than doctoral training; (2) there is remarkable variation in the training of these individuals; (3) many psychologists without the doctoral degree, as well as some with the PhD, are not affiliated with APA, and (4) many psychologists without the PhD have job titles identical with or similar to the titles of psychologists with the PhD.

The Committee has undertaken the study of a representative sample of PhD, non-PhD, APA and non-APA psychologists to obtain basic data regarding the most important employment opportunities, employment trends, and optimum training programs for the non-PhD psychologist. Specifically, it is hoped that the information obtained from this study will indicate (1) whether there are significant differences in the work actually performed by PhD and non-PhD psychologists with similar titles; (2) the kinds of training needed by non-PhD psychologists; (3) the types of activities most suitably performed by non-PhD psychologists; and (4) whether employment opportunities are increasing or decreasing at this level. This study is still in progress.

Respectfully submitted,

Edward S. Bordin  
Norma E. Cutts  
Louis D. Hartson  
Clifford E. Jurgensen  
Morris Krugman  
H. P. Longstaff  
Wilson McTeer  
Sidney L. Pressey  
Lloyd N. Yepsen  
George S. Speer, *Chairman*

## REPORT OF THE COMMITTEE ON HISTORY OF PSYCHOLOGY IN AUTOBIOGRAPHY

*To the Council of Representatives:*

A contract has been signed by the American Psychological Association and the Clark University Press for the publication of Volume 4 of the series *History of Psychology in Autobiography*.

The following psychologists have consented to contribute their autobiographies:

American	Foreign
W. V. Bingham	Sir Cyril Burt
E. G. Boring	Agostino Gemelli
R. M. Elliott	David Katz
A. Gesell	A. Michotte
C. L. Hull	J. Piaget
W. S. Hunter	H. Pieron
L. L. Thurstone	Sir Godfrey Thomson
E. C. Tolman	

It is expected that the book will be published this year.

It is recommended that the Committee be continued.

Respectfully submitted,

E. G. Boring  
H. Werner  
R. M. Yerkes  
H. S. Langfeld, *Chairman*

## REPORT OF THE COMMITTEE ON INTRA-PROFESSIONAL RELATIONSHIPS IN PSYCHOLOGY

*To the Council of Representatives:*

The Committee on Intraprofessional Relations in Psychology was appointed to propose definitions and functions, and to consider relationships of areas of professional practice in psychology. Members of the Committee were appointed from a panel nominated by the Divisions of Clinical and Abnormal, Counseling and Guidance, School Psychologists and Industrial and Business Psychology and by the Committee on the Relations of Psychology to Psychiatry, the Committee on Licensure of the Conference of State Societies, and the American Board of Examiners in Professional Psychology.

The Committee has had one physical meeting. Various approaches to the problem were reviewed and general recommendations were developed for the future work of the Committee.

In examining the fields of psychological practice it seemed wise to consider trends and the probable

future responsibilities and functions of psychologists, rather than to use solely present status as a basis of recommendations.

#### RESPONSIBILITIES OF PSYCHOLOGISTS

It appeared to the Committee that each psychologist, whether or not in the applied field, has at least three major responsibilities. They are:

1. Responsibility for furthering the scientific and professional development of himself, the field of psychology he represents and the science in general. These responsibilities are reflected in research and in collaboration with colleagues for the betterment of psychology as a science and as a profession.

2. Responsibility for furthering the understanding and effective use of psychological principles generally, both in other professions and in the general public.

3. Responsibility for understanding relevant requirements of the setting in which he works and the relationship of his work to those of his colleagues in other professions and pursuits.

The psychologist in professional practice shares the foregoing responsibilities with all psychologists and in addition he applies the principles, techniques, and knowledges of psychology to the needs and requirements of individuals, groups, and organizations. In his professional practice he is involved, to various degrees, with the maintenance and improvement of effective living and with the prevention and alleviation of inadequate or maladjusted behavior.

#### DESCRIBING FIELDS OF PROFESSIONAL PSYCHOLOGY

The Committee explored a number of criteria for describing and differentiating the fields of professional psychology. Five modes of classification were discussed.

##### *Function*

One basis for classification was function or duty. The functions of psychologists are varied and many, and can be classified in a number of ways. One type of grouping which the Committee discussed at some length is expressed in two general areas as follows:

1. Functions which are primarily concerned with face-to-face diagnosis, counseling, therapy and the readjustment of an individual.

2. Functions which are primarily concerned with the study of individuals as members of groups or

segments of our society, including members of industrial, governmental, and educational organizations.

While there may be some overlap of these two broad aspects in the case of some individuals, nevertheless, psychologists in the fields of clinical, counseling and guidance, and school psychology appear to perform functions largely in Group 1. If such a grouping should prove useful, training facilities might well be examined in terms of a basic core of content which would be necessary preparation for this broad field. Some kind of specialization would, of course, be necessary in view of differences in work setting and kinds of problems confronted.

The second group of functions appears to include primarily those of individuals engaged in industrial psychology, social psychology, and educational psychology.

##### *Work Setting*

The second grouping explored by the Committee was that of work setting or work locale. The following general types of settings were listed:

1. Medical
2. Educational
3. Industrial
4. Governmental
5. Social or community agency
6. Private practice

The work setting, or locale, appears to be an important factor in any description of fields of psychological practice. Moreover, the work locale has implications for training and internship not only with respect to the psychological principles and techniques applied, but also in the relations of the psychologist to other professions, to types of individual clients, and to characteristics of organizations served. A classification of the professional field based only on work locale would, however, be too limited and, therefore, if locale is used, it should be applied in conjunction with other criteria.

Work setting also has implications for economic remuneration. The salary differentials among locales pose serious questions for maintaining uniform standards as the profession develops.

##### *Other Criteria*

A third mode of classification is represented by the types of problems presented by clients, employers, or associates to the psychologist. These prob-

lems may be primarily social, occupational, educational or personal.

A fourth criterion for description of professional work might be in terms of theoretical point of view held by different psychologists engaged in different or similar types of work, such as psychoanalytical, non-directive, and group dynamics.

A fifth grouping would be in terms of level of professional performance. For instance, in an organization rendering psychological services one may find a psychological director, psychological supervisors, professional psychologists, psychological assistants and technicians, internes, graduate assistants and others.

The Committee concluded that the fifth classification is of particular importance in describing the fields of psychological practice and that levels of service should be given consideration in relation to any single horizontal differentiation or combination of them which may be developed. Levels have significance not only for effective psychological performance, but also for requisite professional training.

#### NEXT STEPS

The Committee recommends that it be authorized to have two meetings during the coming year. At the first meeting it is planned to prepare a more detailed and more definitive report for publication in the *American Psychologist*. It is recommended that such a report be discussed at state and regional meetings next spring. Following these discussions the Committee would meet and prepare its recommendations for the 1951 APA meeting.

Respectfully submitted,

Edward S. Bordin  
Harold M. Hildreth  
William McGehee  
James G. Miller  
Milton A. Saffir  
Edmund G. Williamson  
Carroll L. Shartle, *Chairman*

#### REPORT OF THE APA REPRESENTATIVES TO THE INTER-SOCIETY COMMITTEE FOR A NATIONAL SCIENCE FOUNDATION

*To the Council of Representatives:*

The National Science Foundation has been established by Act of Congress and signature of the President. The Inter-Society Committee for a Na-

tional Science Foundation has therefore voted itself out of existence. A small remaining balance of about \$40 has, by vote of the Executive Committee, been given to the building fund of the American Association for the Advancement of Science.

Since the Committee no longer exists, the APA representatives should not be reappointed.

Respectfully submitted,

E. Lowell Kelly  
Dael Wolfe

#### REPORT OF THE APA REPRESENTATIVE TO THE WORLD FEDERATION FOR MENTAL HEALTH

*To the Council of Representatives:*

The World Federation for Mental Health was founded in August 1948, and has held three annual meetings since then, the 1950 meeting having just taken place in Paris (Delton C. Beier, delegate; Elizabeth Fehrer, Anni W. Frankl, Kathern McKinnon, Albert I. Rabin, and Goodwin Watson, observers). American associations now affiliated with the Federation number 18. The headquarters is in London, England, and the director is J. R. Rees, M.D. Its activities are reported in a bi-monthly Bulletin, recently brought to the APA membership's attention, in a leaflet accompanying the mail ballot.

The major activity of the Federation in this country during 1949-1950, and the major projected activity for the year 1950-1951 is preparation for the 1951 Congress of the World Federation for Mental Health. The 1951 World Congress will concern itself with four major issues:

1. Leadership and Authority in Local Communities
2. Industrial Mental Health
3. Mental Health and Education
4. Mental Health and the Problems of Transplanted Persons

It has been suggested that Commissions of the various affiliated associations assume responsibility for listing current projects being conducted by their members that bear on the four topics of the 1951 Congress, and that articles giving an overview of these projects be prepared for publication in appropriate journals in order to inform, facilitate coordination, and stimulate. Considerable interest has been shown in some of these areas. Topic 2, Industrial Mental Health, has been suggested as

one area in which little is being done by other professions and in which psychologists have an especially important contribution to make. Important psychological projects now under way on Topics 1 and 3 also should be presented at the 1951 Congress.

Other activities of the World Federation for Mental Health include grants of \$25,000.00 (from Unesco) for a team of observers to study the techniques of international conferences at the 1950 Annual Meeting in Paris (Alvin Zander was an APA team member); a Unesco grant of \$10,000.00 to Margaret Mead for a handbook on culture and technological change and a grant of \$6,000.00 for the compilation of world-wide mental health statistics.

It is recommended that

1. The Council consider establishing Commissions on one or more of the topics of the 1951 Congress, so that important American psychological contributions to mental health may be shared with others;

2. Continue its affiliation with and financial support of the World Federation for Mental Health; in order that scientific and professional psychology may, with its sister groups, assume its share of responsibility for and make its contribution to world mental health; and

3. Plan to participate actively in the 1951 Congress.

Respectfully submitted,

Donald E. Super

# APPROVED DOCTORAL TRAINING PROGRAMS IN CLINICAL PSYCHOLOGY

BOARD OF DIRECTORS OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION

September, 1950

On recommendation of the Board of Directors, the Council of Representatives of the American Psychological Association voted on September 6, 1950, to publish in the *American Psychologist* for November, 1950, the names of those institutions in the United States which offer doctoral programs in clinical psychology which have been approved by the Board of Directors on recommendation of the Committee on Training in Clinical Psychology. Not all departments offering doctoral training in clinical psychology have requested evaluation. Of those departments which have made such a request, thirty-five have now been approved and are listed herewith. Two other departmental programs, given temporary or conditional approval by the Board in March, 1950, are not listed, although

they have been reported as so approved to the U. S. Public Health Service, the Veterans Administration, and the U. S. Army.

The programs marked by an asterisk (\*) have been approved on a one-year basis; the other programs have been approved, some in March, 1949, and some in March, 1950, for three years. Changes which have taken place in some of the programs since the time of evaluation may have resulted in considerable improvement or deterioration.

Inclusion of the name of an institution in this list indicates approval of the doctoral training program in clinical psychology only; inclusion or non-inclusion in the list carries no implications for other graduate programs in psychology or programs of graduate education in other disciplines.

## LIST OF DOCTORAL TRAINING PROGRAMS IN CLINICAL PSYCHOLOGY

approved by

THE BOARD OF DIRECTORS OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION

- |  |  |
|--|--|
| *Boston University                     | *New York University (Graduate School) |
| University of California (Berkeley)    | *University of North Carolina          |
| University of California (Los Angeles) | Northwestern University                |
| *Catholic University of America        | Ohio State University                  |
| University of Chicago                  | Pennsylvania State College             |
| Clark University                       | University of Pennsylvania             |
| *University of Colorado                | University of Pittsburgh               |
| Duke University                        | *Purdue University                     |
| Harvard University                     | University of Rochester                |
| University of Illinois                 | University of Southern California      |
| Indiana University                     | Stanford University                    |
| State University of Iowa               | Teachers College, Columbia University  |
| University of Kansas                   | *University of Texas                   |
| *University of Kentucky                | *University of Washington (Seattle)    |
| *Michigan State College                | Washington University (St. Louis)      |
| University of Michigan                 | *Western Reserve University            |
| University of Minnesota                | University of Wisconsin                |
|  | Yale University                        |

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*American Psychologist - Nov. 1950*



# THE WORK OF THE AMERICAN BOARD OF EXAMINERS IN PROFESSIONAL PSYCHOLOGY

## ANNUAL REPORT OF THE BOARD TO THE MEMBERS OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION

### INTRODUCTION<sup>1</sup>

EACH year since its inception, the American Board of Examiners has reported to the membership of the American Psychological Association in three ways: an open meeting during the annual September program of the Association; a formal report to the annual meeting of the Council of Representatives; and informal reports or bulletins to the membership. These periodic reports, together with official announcements in the *American Psychologist*, represent, we believe, the fulfillment of a responsibility to keep our colleagues fully informed of Board activities. For the year that ends September 1950, the following material comprises both the formal report of the Board to the Council of Representatives and the general report to the entire APA membership.

Since its incorporation in April 1947, and including the meeting of September 1950, the Board has held 20 physical meetings, lasting from three to five days each, exclusive of travel time. These meetings have permitted formulation of policy and procedures for Board business, intensive review of individual candidacies, establishment of examination methods, and review of examination results. All members of the Board serve without pay and their respective institutions have been most generous in allowing them to devote so much time to the work of the Board.

<sup>1</sup> It has not seemed appropriate, in this narrative report, to state again the legal history of the Board and to repeat all earlier references available in published material. For purposes of reference, the following citations are listed: The letter of July 3, 1947, sent by the Board to all members of the American Psychological Association; the *American Psychologist*, with the following specific page references: Vol. I (1946), pages 37, 41-42, 164, 168, 473, 500-501, 503, 510-517; Vol. II (1947), pages 77, 183, 192, 451, 476-477, 481, 491, 502; Vol. III (1948), pages 66, 388-390, 558; Vol. V (1950), pages 56, 84-86, 212; the official report of the Board sent to all members of the APA under date of March 1, 1948; the report to the members of the APA distributed in printed form at the September 1949 meetings of the Association.

In July 1947, the Secretary issued the first invitation to all members of the APA to make voluntary application for diplomas, if they believed themselves qualified in terms of minimal published criteria that accompanied the letter of invitation. To the date of this report, 1646 candidates have applied for the various diplomas issued by the Board.

### ACTIONS ON CANDIDACIES RECEIVED

A few general characteristics of the group of 1646 candidates should be noted first. Of the total group, 1553 applied under the "grandfather" clauses, in which the Board had the option of waiving either its PhD requirement, or its examination requirement, or both, if the candidate appeared qualified on the basis of his work history, training, and endorsements. The remaining 93 applicants filed for the diploma under requirements in which Board written and oral examinations were mandatory parts of the evaluation of professional competence. Thirty-two of the total group were applicants holding membership in the Canadian Psychological Association, with which the Board established working relations for the review of Canadian psychologists who meet the same professional requirements as members of the APA.

Of the group of 1553 candidates under the "grandfather" clauses, 1156 held the PhD degree and the remaining 397 did not hold this degree; these latter applicants sought to qualify upon presentation of ten years of experience rather than the five years required of candidates with the PhD degree. Thus 74 per cent of our "grandfather" applicants are PhD's, whereas 57 per cent of APA members hold the PhD degree.

The 1646 applicants represent 23 per cent of the total of 7250 APA members listed in 1950. Because of the Board's experience requirements, its candidates would undoubtedly represent a larger proportion of older APA members.

Table 1 presents a cumulative summary of Board actions on all candidacies received to the date of preparation of the present report (31 July 1950).

TABLE 1

*Summary of actions by the American Board of Examiners in Professional Psychology on all candidacies received to 31 July 1950*

1. Diploma awarded as first official action of Board....	763
2. Diploma awarded after earlier decision not to award, appealed by candidate.....	84
3. Diploma not awarded with waiver of examination and/or PhD.....	233
a. PhD and minimal experience.....	59
b. MA and minimal experience.....	56
c. PhD and insufficient experience.....	43
d. MA and insufficient experience.....	75
4. Diplomas not awarded because of moral or ethical considerations.....	10
a. Probationary cases.....	7
b. Candidacies rejected.....	3
5. Candidacies set aside by refund of fees (includes "gross injustice" cases and other categories; see text)	64
6. Board actions not yet completed.....	492
a. Cases not yet reviewed.....	286
b. Cases under continuing study.....	129
c. Non-grandfathers admitted to second examination.....	24
d. Written examinations passed; oral examinations pending.....	40
e. Written examinations failed; second examination pending.....	13
7. Total number.....	1646

Of all applicants, 93 applied under the mandatory examination provisions of the Board. These 93 cases are found as follows: 1 in category 5 above; 8 in 6a; 19 in 6b; 24 in 6c; 37 in 6d; 4 in 6e.

In studying this table, it should be remembered that the normal preparation of a candidacy for presentation to a full meeting of the Board requires an absolute minimum of ten letters, including letters to endorsers nominated by the candidate; the average amount of correspondence before the Secretary can bring a case to the Board is more nearly fifteen letters. When ready, each case is read in its entirety by the Secretary at a physical meeting and discussed by all Board members prior to an official vote. If action cannot be completed at one meeting, the candidacy is carried over as many times as necessary until a decision is reached. Quite often the Board institutes its own investigation of the qualifications of an individual and the results of this investigation must be completed before the case can again be presented.

The matter of endorsements has caused delay in reaching a final decision in many cases. Sometimes endorsers fail to reply in time for a particular meeting of the Board. In other instances, the

candidate has nominated endorsers who have had little contact with his professional work and who are simply unable to evaluate him. This means that the Board must ask the candidate to supply the names of new endorsers. In not a few cases, psychologists have willingly given strong endorsements for professional qualifications of candidates about whom they knew little, and the Board has had to set aside such endorsements until more definitive statements could be obtained through its own channels.

If it becomes necessary for the Board to make its own investigation of the individual's standing in his community, the process may be time-consuming and protracted. Where necessary, legal opinion of an entire file has been required in order to determine whether or not the ethical and moral issues involved constituted adequate grounds for rejection of certain candidacies.

By the fall of 1949, the Board had completed its reviews of the greater majority of candidates. But as the expiration date of the "grandfather" clauses (31 December 1949) approached, the number of applicants accelerated and an additional three hundred applications came in during the last three months of 1949. By this time the Board was involved in the problem of examination construction and use; the sudden flood of these new applicants has again upset the Board's timetable so that its goal of completed action on all "grandfather" candidacies will not now be reached until some time in 1951.

Referring now to Table 1, specific points may be made about its contents. The first category covers a substantial percentage of all candidacies received. In these cases, the Board's first official action, after as complete an investigation as was deemed necessary, was to vote the award of its diploma in the requested professional field with waiver of the PhD requirement, the examination requirement, or both. In some cases, the candidate was so clearly eligible that agreement could be quickly reached; in other cases, several meetings might be required to resolve all the questions raised by individual Board members and to arrive at a decision.

In the second category of the table, the Board's first official action did not include waiver of its examination and/or PhD requirements; the candidate was invited to qualify either by examination, by the accumulation of further experience, by completion of degree requirements, or most often by

more adequate documentation of his case. The 84 candidates in this category were later voted the Board's diploma after furnishing additional records and after subsequent Board reviews at later meetings.

The third category of Table 1 includes two sub-groups. The first sub-group is comprised of candidates, with or without the PhD, who met requirements as to the absolute minimum amount of experience, but the quality and breadth of whose experience did not, in the unanimous opinion of the Board, warrant waiver of examination. In every one of these 115 cases, the candidate has been invited to attempt to qualify by satisfactory performance on Board examinations, but the training, work history, and endorsements of these candidates have not presently been accepted as representing the level of attainment to be reasonably expected of diplomates. The remaining sub-group includes 118 candidates, with or without the PhD, who, in the opinion of the Board, did not present the minimum amount of acceptable qualifying experience in their total work records. For some of these cases, the total experience record itself did not add up to the necessary number of years; for others the *professional* activities in their total work record represented casual and unsustained performance of professional duties, or routinized and repetitive operations at a low level of professional responsibility.

The fourth category, while small in number, represents a group of cases many times reviewed and investigated before a final decision could be reached. In each instance, legal opinion was sought regarding the contemplated actions of the Board. It has become increasingly apparent, to the Board at least, that before psychology achieves its fullest professional stature, psychologists must agree upon some code of ethical and professional behavior that is realistic and enforceable. As will be seen later in this report, the Board found it necessary to establish such a code, but its efforts are minimal and incomplete in relation to the problems of professional conduct vis-à-vis other professions, consumers of psychological services, and the general public.

In general, and for essential economic reasons, the Board has had to adopt a policy of not refunding candidacy fees in cases where the diploma was not awarded after full Board processing and review. But in a few categories of cases, or a few special cases, the Board felt that the refund of the candidacy fee was justified. For example, 30 can-

didates applied under the so-called "gross injustice" clause of the Board's by-laws, pertaining to the cut-off date for baccalaureate degrees for inclusion in the "grandfather" group. If the "gross injustice" claim was not allowed, the Board refunded the candidacy fee, leaving with the candidate the initiative of reapplying if he wished to do so. As another example, one group of candidates applied with presentation of both the MD degree and some advanced work in psychology. Where such candidates were not commonly identified as psychologists in any of their work experience, the candidacy fee was refunded. In other instances, it was obvious from a review of the credentials that the applicant had failed to recognize the Board's function as a *professional* one and not a board of review for primarily instructional, academic, or administrative experience. Candidacy fees were refunded in these cases as well. If, however, all the credentials and all the available evidence indicated that the candidate voluntarily and explicitly sought *professional* recognition via the Board, the candidacy fee could not be refunded in view of either the cost of Board operations or the principles of the professional undertaking involved. Thus, Category 5 in Table 1 includes a relatively small number of cases.

The last category of Table 1 is self-explanatory. It includes candidates in various stages of the examining process, candidates not yet reviewed in any way, and candidates whose cases are under continuing study pending final Board decision.

#### ANALYSIS OF THE DIPLOMATE GROUP

The Board has announced from time to time in the *American Psychologist* the names of successful candidates for its diplomas. In the 1949 APA Directory, and again in the 1950 Directory, all diplomates to the respective date of publication are listed in alphabetical order within the field of their professional specialty. Ultimately the Board will issue its own handbook or directory of diplomates for wide circulation; this can best be done when actions are completed on candidacies now pending before the Board, including final actions on virtually all "grandfather" candidacies.

A general analysis of diplomates is presented in Table 2. This table shows the number and per cent of diplomates within each of three professional fields, classified both by sex and by highest earned degree.

TABLE 2

*Analysis of 847 diplomates of the American Board of Examiners in Professional Psychology as of 31 July 1950, classified by field, by highest earned degree, and by sex*

	Number	Percentage	
		Total	By Field
Clinical			
PhD			
Men	256	30	45
Women	189	22	33
MA			
Men	29	4	5
Women	99	12	17
			100
Counseling and Guidance			
PhD			
Men	97	11	63
Women	37	4	24
MA			
Men	13	1	8
Women	8	1	5
			100
Industrial			
PhD			
Men	109	13	92
Women	3	1	2
MA			
Men	7	1	6
Women	0	—	—
	847	100	100
Number of Diplomates in:		Percentage	
Clinical Psychology	573	68	
Counseling and Guidance	155	17	
Industrial Psychology	119	15	
Total	847	100	
Diplomates by Highest Earned Degree:		Percentage	
MA	156	18	
PhD	691	82	
Total	847	100	
Diplomates by Sex:		Percentage	
Men	511	60	
Women	336	40	
Total	847	100	

## PROCEDURES IN EVALUATING CANDIDACIES

As any occupational group moves in the direction of professionalization, it must inescapably delegate to some of its own members the related tasks of setting standards and defining in some way professional areas and sub-areas. These tasks cannot be delegated to outsiders or non-members of the group. Furthermore, the tasks will be difficult to the extent that the occupation itself is unequally developed within its sub-fields and differentially motivated within its membership regarding the advantages of professionalization. American psychology, oriented historically as an academic and research enterprise, has experienced a vigorous post-war trend toward professionalization, although pre-war developments in this direction were clearly observable. The APA membership is certainly not of one mind regarding this post-war trend. These factors have complicated the problems facing the Board of Examiners.

Furthermore, no matter what method is chosen within the occupation to give form to the professional trend, some group will ultimately face situations in which judgmental, ethical, administrative, and experiential decisions will have to be made with the greatest integrity and soul-searching of which that unhappy group is capable. The specific decisions so made will cause some individual dissatisfactions: those excluded cannot always accept the decision equably; those included will not always be admired, respected, or trusted by all their colleagues in both professional and research fields.

The Board of Examiners is not unaware of these problems or inexperienced in them. In the February and March 1950 issues of the *American Psychologist*, an exchange of letters regarding the Board appeared, in which some of these same issues were discussed, as were Board procedures. It seems well, however, to restate the Board's procedures in general form in this annual report.

During these first years of its existence, under the so-called "grandfather" clauses, the Board has been concerned with the award of its diplomas to those candidates who, in its judgment, could qualify with waiver of examination and, upon presentation of ten years of acceptable qualifying experience, with the additional waiver of the doctoral degree. The criteria which have been applied in such candidacies have been four in number:



1. The adequacy and extent of basic training.
2. The amount, breadth, and level of professional experience.
3. Evidences of special competence.
4. Professional standing as a representative of psychology in the community.

The evidence regarding the criteria has come from the application blanks submitted by candidates, from letters of endorsement submitted by sponsors or endorsers, and from investigations which the Board, itself, has undertaken in individual cases. It has been admittedly difficult to attempt to apply these criteria equitably to senior members of the profession, and it has always been the conviction of the Board that its task could be more objectively defined when the written and oral examinations were added to the four criteria listed above.

Under its by-laws, the judgment regarding the option of waiver or non-waiver of its PhD requirements and/or its examination requirements was always to be the responsibility of the Board; it was never assumed to be an automatic action. In cases where the evidence regarding its four fundamental criteria is not clear cut, and where the Board has ascertained that no moral or ethical issue is involved, the Board's responsibility is to afford the candidate the opportunity of qualifying for the diploma by satisfactory performance on its written and oral examinations.

Beyond the first APA-wide circularization, announcing the Board's readiness to receive applications, the initiative for applying has always rested with the individual psychologist. Candidacy is essentially a voluntary act. The application blank is quite specific regarding the information to be supplied about training, work history, professional contributions and affiliations, and endorsers.

Endorsements are sought by the Secretary's office from endorsers nominated by the candidates.

If the Board's first full review of the records does not lead to a decision, the Secretary is instructed to obtain certain information by direct investigation and to bring the case to a later meeting of the Board. Generally speaking, after each Board meeting, approximately 250 individual letters must be dictated in addition to the preparation of the necessary form letters conveying official Board actions. Throughout these special investigations, the confidential nature of all reports must be stressed, in fairness both to the candidate and to those of

his colleagues who supply information at the Board's own request.

Except in the small number of cases where moral or ethical considerations warrant probationary action or rejection of a candidacy or where a candidacy is set aside by refund of candidacy fee, each individual has been informed of the conditions under which he may at some later date seek to qualify for the diploma of the Board. These conditions include one or more of the following: the accumulation of additional qualifying *professional* experience; the completion of requirements for the PhD degree; acceptable endorsements; satisfactory performance on Board written and oral examinations.

As mentioned earlier, matters of ethical and professional practice in psychology have loomed large in the deliberations of the Board. It was obvious very early in our work that a minimum definition was needed, pending further action within the APA itself. We are looking forward to the report of the Committee on Ethical Standards for Psychology for ultimate guidance in this area of professional activity. Certainly we cannot expect to attain full professional stature until we can point to and enforce a reasonable standard of professional behavior. But pending the creation of such a code by the APA, the Board drafted a statement of ethical considerations and practices which is routinely sent to each diplomate. Copies are available in the Secretary's office. It covers the following topics: use of diploma; display of diploma; designation of diplomate status; radio and public appearances; press announcement of services; competition; fees; referrals; completion of services; responsibility for ethical practices of employers; revocation of diplomas.

In its earliest meetings, the Board tried a variety of methods of reviewing candidacies in order to insure the maintenance of equitable and consistent standards. Case files were circulated for independent review and independent vote to all Board members prior to meetings; at some meetings, sub-groups of Board members reviewed blocks of cases within their own fields; at other meetings, sub-groups representing all three fields reviewed groups of cases. None of these methods seemed more economical or more equitable than the present system of full Board review of each case as it is presented by the Secretary. Throughout these meetings, the Board would periodically recall for



review groups of candidacies that appeared to fall just above and below certain judgmental cut-off lines for award of diplomas with waiver of either the examination requirement or the PhD requirement.

It was natural, in these discussions and in the review of cases where the candidate had asked for reconsideration of an earlier Board decision, that the issue of appeal machinery should emerge. Actually, the Board has reviewed some individual cases five or more times at the candidate's request. The official minutes of the Board meetings of November 1949 and January 1950 indicate the Board's own plans for the establishment of appeal procedures. These plans were transmitted to the Board of Directors of the APA for consideration at their meeting of March 1950. After complete discussion of the issues involved, the APA Board of Directors did not consider it advisable to accept the recommendations and suggested that the Board of Examiners proceed independently in the matter of appeal.

The Board thereupon invited the three most recent past presidents of the APA to meet with it, watch it in operation, review its policies and procedures, and consider the form of appeal procedure most appropriate to the task it faced. The following quotation is taken from the minutes of the Board meeting of May 1950<sup>2</sup> and indicates the judgment of the reviewing group invited to sit with the Board:

We have just completed two days of attending meetings of the American Board of Examiners in Professional Psychology at the invitation of the Board in order to make recommendations with regard to review or appeal machinery. The experience has given us a clear picture of the thorough procedures and fair policies of the Board. It has given us confidence in the justice with which these procedures and policies are applied in individual cases. Our recommendations are as follows:

1. We believe it unnecessary and undesirable at this time to establish a separate appeal board for the review of individual cases.
2. We find ourselves in accord with the suggestion from the Board that a method be established for periodic review of the policies and procedures by representative non-members of the Board.

(Signed) E. R. HILGARD

(Signed) DONALD G. MARQUIS

(Signed) CARL R. ROGERS

<sup>2</sup> From the August 1950 issue of the *American Psychologist*.

The Board itself, as a result of its concern with these problems, has determined that at the conclusion of its individual review of all candidacies active under the "grandfather" clauses, it will make a final *group* review of all cases in which it has not voted to award the diploma with waiver of the PhD and/or examination requirement. This final review, which will include comparison with a random sample of diplomates, should permit a determination of the cut-off point for the "grandfather" group.

One further aspect of this whole problem deserves comment. The Board's diploma is not the equivalent of a license to practice and does not affect the legal responsibilities or rights of the holder. Conversely, the absence of a diploma does not deny the applicant any legal rights to which he may presently be entitled as a psychologist. The diploma should be interpreted as identifying a group of professionally trained and experienced people, differentiable from other groups of psychologists, in the eyes of the public. The decision to employ an individual diplomate is the responsibility of the employer or the consumer of the diplomate's services.

Ultimately, the matter of licensure or certification must be met at the level of the state psychological association. In the long history of medicine, state licensure preceded the establishment of the medical specialty boards. In psychology, the specialty board has come into being as a source of professional control before widespread licensure or certification at the state level. In spite of this reversal of trend, the Board of Examiners is convinced of the desirability of state legislative action as an essential step in the total professionalization of psychology.

#### THE WRITTEN AND ORAL EXAMINATIONS

The Board held its first written examinations in October 1949, in more than twenty local examining centers. Approximately 150 candidates were invited to appear for this examination; 53 appeared and completed the examination. The next written examination is scheduled for December 1950, and approximately 160 eligible candidates have already been invited to register for it. The oral examinations are still being planned and it is hoped that the first oral examinations will be held late in 1950. Ultimately, as its examining procedures become stabilized, the Board will be able to operate on a regular annual or semi-annual examination sched-

ule, with an approximately equal registration for each examination. Such a plan is not yet possible in view of the backlog of candidacies still to be reviewed under the provisions of the "grandfather" clause.

Of the first group of 53 examinees, 40 were judged to have passed the examination and are awaiting the oral examination. The remaining 13 candidates did not meet the Board's standards on the examination and may exercise their option of re-examination as provided by the Board's regulations.

The Board first stated the general content of its examination in its Bulletin issued under date of 1 March 1948. Additional copies are available from the Secretary's office. Before this statement was issued, the Board sent to the presidents of all Divisions of the APA the examination outline that it was proposing to use. As a result of this review, the statement that appeared in the Official Bulletin of the Board included criticisms and revisions received in time for the publication deadline.

In the summer of 1948, the Board undertook an arrangement with the University of Chicago by which the Board's examinations would be drafted under a three-way collaboration: the Veterans Administration Assessment Project of the University of Michigan; the Department of Psychology and the Board of Examiners of the University of Chicago; and the American Board of Examiners in Professional Psychology. This arrangement grew out of the fact that the Veterans Administration Assessment Project had turned its attention to the establishment of a criterion measure for the clinical psychology training program, and the fact that the Board of Examiners was ready to embark upon its own examination construction program. Under the terms of this arrangement, the American Board of Examiners was to seek examination materials from a wide range of interests in the APA, including the three primary fields in which diplomas are awarded. The Chicago group was, in turn, to work these materials into proper test form. This task was to be carried out under the general outline published in the Official Bulletin of the Board on 1 March 1948.

In December 1948, the Board addressed an individual letter to approximately two hundred Fellows and Diplomates requesting their cooperation in providing examination items or ideas on the topics presented in the Board's Bulletin of 1 March 1948.

In this statement, the Board clearly explained that "The written examination is designed to provide not a rank-ordering of the candidates, but rather a cut-off point, below which will be found those people whose fundamental knowledge and specialized professional skills are deemed so inadequate for sound psychological activity as to make further oral and practical examination unnecessary." On the basis of this letter of invitation, together with an appropriate follow-up, over three thousand items or examination ideas were submitted by Fellows and Diplomates for the fundamental and professional field materials. The Board has thus sought to enlist the support of well-informed and active psychologists both from theoretical fields and from professional practice.

The October 1949 examinations were held over a two-day period, with morning and afternoon sessions each day and represented a total of approximately ten hours of examining time. Shortly after, each candidate was invited to criticize the examination and replies were received from 28 of the 53 examinees. The letters of reply uniformly contained constructive criticisms and gave evidence of sincere professional interest.

An analysis of the scores on that part of the examination dealing with fundamental knowledge in psychology appeared to indicate that the examination covered knowledge that had been retained by professional psychologists a good number of years after completion of their actual training. The Board felt, therefore, that it had achieved some success in identifying relevant, permanent, and essentially fundamental material in psychology.

On the basis of the criticisms of other parts of the examination, the Board removed entirely one section of the objective questions in the clinical professional examinations and did not allow performance on this section to enter in any way into the final judgment of each candidate. Furthermore, on the basis of these same criticisms, the time limits on the essay questions and the distribution of essay questions within each professional field have been modified to provide for a sounder over-all examination. Great care was observed in the first examination to make sure that the readers for the various essay questions made due allowance for the restrictive time limits then used. It appears, therefore, that the second examination set up by the Board will be on an even sounder basis than the first examination.

General policies governing the written examination are listed below:

1. *Examination content.* With respect to the over-all content of the examination, approximately one-fourth is devoted to optional materials within each specialty and contains essay questions. This section of the examination is introduced in recognition of the fact that there are specialties within a professional field, and that if one is to have an indication of the highest level of a colleague's attainment, one must let him choose his own ground upon which to demonstrate this attainment.

One-half of the examination samples the professional field in which the individual seeks the diploma. This part of the examination includes both objective and essay questions, and samples, so far as possible, the areas outlined in the Bulletin of 1 March 1948.

The remaining fourth of the written examination material is devoted to fundamental knowledge in the areas of learning, developmental psychology, personality dynamics, motivation, statistics, tests and measurements, and general experimental methods. This part of the examination consists entirely of objective items.

The order of presentation is: first, the professional field materials; second, the materials in fundamental areas of knowledge; and third, the optional materials. In the actual production of the examination, every effort has been made to set the particular test items in a professional rather than academic context, since it is not the desire of the Board to produce another doctoral examination for this level of professional competence.

2. *Examination centers.* An effort is made to schedule each written examination in such a way as to involve minimum travel on the part of candidates. This means that many examining centers will be set up for the simultaneous administration of the written examination. These examining centers can be established only after we have the largest possible reply to our announcement of the examination. Candidates will then be informed regarding their nearest examining center.

3. *Re-examination.* 1. A candidate may request the privilege of re-examination without prejudice on either or both the written and oral examinations or on portions of the examinations.

2. The fee for each re-examination is fifteen dollars, payable at time of application for re-examination.

3. The privilege of re-examination shall expire three years after the date of failure of the first examination and candidacy shall be automatically terminated at this time.

4. Any candidate who shall twice fail either the written or oral portion shall be ineligible for further re-examination, and his candidacy for the diploma shall be terminated. However, such candidate may submit a new application with payment of a new candidacy fee at any time after the lapse of three years from the date of termination of the original candidacy.

#### CONCLUSION

This report presents, in narrative and detailed form, the activities and problems of the Board, with special reference to an accounting of all candidacies presently before the Board. The Board is ready at any time to make additionally available to the APA membership any information, except that of a confidential nature, which will assist in the understanding of its operations. The annual audits of the Board are open for inspection at the office of the Secretary-Treasurer, as are the policies of the Board, recorded in the official minutes of Board meetings.

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# ANNUAL REPORT OF THE COMMITTEE ON TRAINING IN CLINICAL PSYCHOLOGY: 1950

## APA COMMITTEE ON TRAINING IN CLINICAL PSYCHOLOGY

THE membership of the Committee was changed this year by the retirement of Bertha M. Luckey, R. Nevitt Sanford, and David Shakow. New members elected by the Council in September 1949 were as follows:

Donald K. Adams, Robert E. Harris and Neil D. Warren. Karl F. Heiser, Coordinator of Professional Education of the APA, again served as Administrative Officer of the Committee.

The Committee undertook the following projects for the year:

- (1) Evaluation of the doctoral training programs in clinical psychology in 23 graduate departments, not previously evaluated as "fully approved";
- (2) Consultative visits to 15 departments of schools which are in the process of developing doctoral programs in clinical psychology for which future evaluations by the APA may be requested;
- (3) Preparation of a report on standards for internship or practicum training of clinical psychologists;
- (4) Preparation of a statement on APA principles and objectives of evaluation of graduate programs in clinical psychology for submission to the National Commission on Accrediting. The National Commission on Accrediting was organized for the purpose of accrediting the accreditation committees of various professional associations.

### EVALUATION OF DOCTORAL PROGRAMS

*Procedures and results.* The Committee approached the task of evaluating doctoral programs with more substantial experience than previously. The three new members were given somewhat better preparation for their work than had been possible in previous years. Six of the nine members had participated in the Boulder Conference on Graduate Education in Clinical Psychology.

The twenty-three departments evaluated consisted of twenty-two which had been given *B* and

*C* ratings of temporary or conditional approval in 1949 and one new department, evaluated for the first time.

The formal evaluation procedures were quite similar to those followed in 1949. Because many changes had occurred in training programs since the 1949 evaluation, departments were asked to give detailed information on their programs and personnel which permitted the visitors to make certain analyses before visiting an institution. Each department was visited for a two day period by one Committee member and the Administrative Officer. In each case the Committee member had never before evaluated the department, while the Administrative Officer had assisted in evaluation of all of them in 1949. As a result of this procedure, each department was personally known by two or more Committee members at the time of evaluation. Both formal and freely written reports to the Committee were prepared by each visitor at the end of the evaluation visit.

The Committee meeting which was held in Ann Arbor, Michigan, February 25th to 27th inclusive was devoted to final reviews of data, evaluations and ratings of all departments. It was decided that each department should be given one of five ratings: *A*, full approval on a three year basis; *A -*, full approval for three years, but indicating the presence of more serious problems to be solved than is shown by *A*; *B*, temporary, conditional approval for one year; *C*, same as *B*, but at a lower, distinctly borderline level; and *D*, for programs which would not be recommended to the APA Board of Directors for approval.

None of the 19 programs which had been rated *A* or *A -* in 1949 was re-evaluated this year. The ratings given below, therefore, concern only those departments which had not been given full approval last year.

No departments were recommended for the rating of *A*, but five were recommended for the *A -* grade. Eleven departments were recommended for the *B* rating. Six of these eleven had received the

*American Psychologist. Nov. 1950*



C rating in 1949. Two departments were given the C rating.

Four departments were unanimously recommended for D ratings. It is expected that some of these departments will continue their efforts at development of adequate programs and that they may succeed in recovering their approved listings in the future. Between the time of the Committee meeting and the Committee's report to the Board of Directors in March, one department announced it was discontinuing its formal doctoral training program in clinical psychology, and was, therefore, not recommended to the Board for any rating as of 1950.

As indicated by the number which received higher ratings than they received in 1949, the Committee found notable improvement in most departments. Even those which received the same rating as in 1949 had achieved certain developments in their work, in part by virtue of the additional year of experience, and had stronger programs than they had had the previous year. Those programs which were lowered from a C to a D rating had not made sufficient progress with respect to the problems raised in the 1949 evaluation nor had they de-

veloped within the year as was anticipated by the Committee when it assigned the borderline C rating in 1949.

The Board of Directors approved the Committee's ratings of the departments at the Board meeting in Ann Arbor in March. In April, detailed letters of evaluation were sent to each department by the Committee. The letters of evaluation were based upon the formal and freely written reports by the visitors and the discussions of various problems by the Committee as a whole.

By a closely split vote the Committee recommended to the Board of Directors that the ratings of department programs not be published in 1950. The Board, however, after extended discussion, voted to publish ratings in the November, 1950 issue of the *American Psychologist*, subject to the approval of this decision by the Council of Representatives in September, 1950.

#### PROBLEMS FOUND IN EVALUATION OF TRAINING PROGRAMS

The following paragraphs cover the major topics discussed in the letters of evaluation. Those prob-

TABLE 1

Number of graduate students in 22 departments<sup>1</sup> in 1949 and 1950, by major area and degree possibility<sup>2</sup>

Departmental Groupings in 1950	N	Clinical						Non-clinical						Total					
		1949			1950			1949			1950			1949			1950		
		PhD	MA	Tot.	PhD	MA	Tot.	PhD	MA	Tot.	PhD	MA	Tot.	PhD	MA	Tot.	PhD	MA	Tot.
A — depts.	5	173	31	204	138	21	159	63	31	94	98	18	116	236	62	298	236	39	275
Median per dept.		32	4	32	24	4	29	16	8	25	20	2	25	41	12	48	45	7	52
Mean per dept.		35	6	41	28	4	32	13	6	19	20	4	23	47	12	60	47	8	55
B or C depts.	12	397	78	475	414	84	498	176	148	324	270	151	421	573	226	799	684	235	919
Median per dept.		31	7	35	32	5	39	11	12	23	18	9	28	49	15	61	51	18	74
Mean per dept.		33	7	40	35	7	42	15	12	27	23	13	35	48	19	67	57	20	77
D depts. <sup>3</sup>	5	88	32	120	124	25	149	39	49	88	133	65	198	127	81	208	257	90	347
Median per dept.		16	6	24	20	5	25	7	5	11	12	8	16	24	11	35	26	12	34
Mean per dept.		18	6	24	25	5	30	8	10	18	27	13	40	25	16	42	51	18	69
Total depts.	22	658	141	799	676	130	806	278	228	506	501	234	735	936	369	1,305	1,177	364	1,541
Median per dept.		26	7	26	25	5	30	10	7	20	18	7	28	38	13	51	47	14	55
Mean per dept.		30	6	36	31	6	37	13	10	23	23	11	33	43	17	59	54	16	70

<sup>1</sup> One of the 23 departments evaluated in 1950 did not provide data which could be used in this or the following tables in this report.

<sup>2</sup> The columns headed PhD and MA indicate the students who are thought of as capable of qualifying for those degrees. The MA students are not expected to go beyond that degree.

<sup>3</sup> One of these departments announced its withdrawal from the doctoral program in clinical psychology before action by the Board of Directors on the ratings recommended by the Committee.



lems which were found to exist in six or more of the twenty-three departments are indicated by an asterisk (\*), while those found in twelve or more are indicated by a double asterisk (\*\*). It should be remembered that the problems found this year may be different from those listed in 1949 because of the narrower range of departments evaluated.

1. *Staff.* (a) The ratio of clinical majors to experienced clinical staff members is too large in some departments. Such departments could improve their programs by the enlargement of their clinical staff, by the allocation of more time by this staff to clinical graduate students, or by a reduction in the number of such students. As shown in Table 1, below, the graduate student enrollment in these twenty-two departments increased considerably over 1949. The median number of students per department increased from 51 to 55. The increase, however, was almost entirely in non-clinical majors so that, in general, the clinical staff-student problem was less acute than in 1949. It may be noted in Table 1, that the departments which received A — ratings had made actual reductions in both their clinical and total graduate student loads, while the greatest increase in student load was experienced by the D departments. One of the problems raised by the increased number of non-clinical students is the probable reduction of time per student given by general staff members who, in general, are more experienced in research supervision than are the clinical teachers. Table 2 indicates the situation with regard to staff experience and student loads by area and grade of department.<sup>1</sup>

(b) The use of several part-time clinical instructors who are not housed with the department, or closely identified with its work, was a problem at several schools. There was no question raised as to the quality of instruction by such teachers but they are usually unable to give as much time to students outside class as is desirable.

<sup>1</sup> Tables 1 and 2 were prepared from data submitted by the departments. Questions regarding the amount of staff time given to graduate teaching and supervision, and the status of students as full or part-time, were difficult for many departments to treat accurately. Several departments reported many part-time students which were not included in the calculations behind these tables. The tables are subject to such errors as were unavoidably contained in the reports on students and staff by individual departments but the Committee believes them to be fairly representative of the actual situation in the departments as groups.

TABLE 2

*Characteristics of department staffs and teaching loads by grade of department<sup>1</sup>*

	Grades of Schools		
	A and A — N = 22	B and C N = 12	D N = 5
<i>Clinical Staff</i>			
Median no. per department	7	6.5	4
Md. equiv. full time staff <sup>2</sup>	3.1	2.9	1.6
Md. no. with doctorate	6.5	6	4
Md. date of receiving degree	1938	1942	1940
Md. yrs. grad. teaching and clin. exp.	9	3.3	2.5
<i>General Staff</i>			
Md. no. per dept.	9	7	5
Md. equiv. full time staff <sup>2</sup>	2.8	2.6	1.6
Md. no. with doctorate	9	6	4
Md. date of receiving degree	1934	1939	1938
Md. years grad. teaching	10	4.3	7
<i>Total Staff</i>			
Md. no. per dept.	16.5	13.5	12
Md. equiv. full time staff <sup>2</sup>	6	5.4	2.5
Md. no. with doctorate	15	12	10
Md. no. ABEFP diplomates	3.5	3	2
<i>Student: Staff Ratio</i>			
Md. no. grad. students	91	74	34
Md. student: staff ratio <sup>3</sup>	4.8	5.4	4.7
Md. student: equiv. full time staff ratio	13.6	14.0	14.8

<sup>1</sup> The data for 18 of the A and A — group of departments is based on 1949 estimates; the other data is from the 1950 reports.

<sup>2</sup> The graduate staff time for an instructor is the sum of the time given to preparation and teaching courses in which the enrollment is over 50% graduate and the time spent in graduate research supervision.

<sup>3</sup> This ratio was computed for each department. The figures reported here are the medians of the distributions of these ratios.

\*(c) In several departments the clinical staff as a whole lacked sufficient experience in graduate teaching. Table 2 indicates rather marked differences between groups of schools in this regard.

\*(d) The lack of experience by both clinical and general staff members in the supervision of doctoral research and in turning out "finished" PhD's was a problem in several departments. One hundred and twenty-nine instructors reported that they were in charge of directing 369 doctoral dissertations. Twenty-five per cent of these theses were directed by men who had obtained their own doctorates in 1945 or later, or not at all. There was a much greater tendency for clinical instructors who were directing theses to be younger and less experienced than the non-clinical supervisors of doctoral dissertations. The median department staff reported thirteen theses supervised by five staff members, with a maximum of five supervised by one man. There was a tendency for the departments which depend more upon inexperienced instructors to get lower ratings. The A — depart-

ments had 17% of their theses directed by the less experienced instructors, this figure for the *B* and *C* departments was 24%, and for the *D* departments, it was 37%.

(e) The problem of leadership and general supervision of the clinical program was still present though to a lesser degree than in 1949.

2. *Curriculum.* \*\* (a) In many departments it was found that the curriculum as a whole failed to give sufficient theoretical orientation and motivation and preparation for research. The Committee believes this to be a serious problem for which there are no specific answers. The average doctoral student of the past, and in non-clinical areas of psychology, has not shown notable strength in theory and research. The present situation is aggravated, however, in that so few students seem to show strong theoretical interests, ability to evaluate ideas critically, or motivation for examination of problems through significant research. The Committee has no objection to descriptive or exploratory research as such, but it is concerned over the frequency with which one finds doctoral candidates who have unduly delayed the planning of their research, or who can not answer simple questions as to the theoretical implications of their research. The Committee sometimes wonders if it expects too much of doctoral candidates, but believes that its expectations should, at least, not fall short of the objectives stated by the departments themselves. The approaches to the problem of lack of theoretical and research emphasis may be only partially successful, but more attempts at solutions through such means as staff selection, time for staff research, planning of curriculum content and student selection might be rewarding.

\*\* (b) Many departments had weaknesses in the integration of instruction and supervised practice in psychotherapy. The problem was sometimes one of lack of either good preliminary instruction, or lack of intensive supervision of practice by well qualified specialists, or the integration of these two aspects, or sometimes all three. Admittedly, these are difficult problems to solve in the present state of our knowledge, staff facilities and practicum opportunities.

\*\* (c) Insufficient coverage of important areas of psychology at a distinctly graduate level of work was found in many departments. Some departments offer only undergraduate courses in certain areas while other departments give no instruction

in certain subjects. Shortcomings in graduate offerings in experimental, child, and social psychology, and areas of remedial work were frequently found.

\*\* (d) Insufficient offerings or infrequent elections of significant work at the graduate level in related areas or disciplines was found to be a problem of many programs. Sometimes the courses were available but not taken, sometimes the courses were given but certain prerequisites made them practically unavailable, and sometimes good graduate level work in related disciplines was not given. This matter goes beyond the immediate authority of a department of psychology, but it is a problem faced by the administrations of graduate schools.

\* (e) Some departments needed better sequential integration of theoretical or didactic courses, and of such courses with practicum experience. The Committee believes that the study of personality theory, for example, should ordinarily precede its application in actual clinical practice.

(f) In a few departments, the teaching of, and laboratory practice with, different clinical tests and techniques, as a preparation for practicum use, was inadequate.

(g) Another curricular problem was the extra heavy requirement of courses and practicum work which seemed to prevent sufficient integration by the student and sampling by him of work in other significant areas of psychology and related disciplines.

\*\* (h) One of the most frequent problems had to do with the quality of practicum personnel and their supervision of a student's work. One of the chief values of practicum work lies in the close supervision by excellent representatives of related clinical professions as well as by psychologists. In many cases students were given too little attention by such supervisors. In others, the supervision was given only indirectly through case conferences and similar means.

(i) Some departments had difficulty in providing sufficient variety of practicum experience. Students should have clinical work under supervision with both children and adults of both sexes, and with a wide variety of problems and pathologies.

(j) Some departments have good practicum training at the clerkship level but inadequate provision for internship practices and responsibilities. In some cases third and fourth year students were doing routine work with little responsibility, while

in others such students were undertaking heavy responsibilities without adequate supervision or follow-up. While such criticisms may be leveled, in principle, at internship agencies, it is the responsibility of the department to make use of only those internships that meet the department's standards or minimal professional needs in training.

(k) The reliance upon practicum staff members as supervisors of doctoral theses, although themselves inexperienced in such work, seemed to be a dubious procedure.

(l) There was much less field-centering of training and of student interests this year than last, but it was again found in certain schools.

3. *General and administrative matters.* \*(a) The most frequently found problem under this heading had to do with space, physical facilities, secretarial and clerical assistance. Such handicaps were much less acute or prevalent than they were in 1949. Building and remodeling programs and allocation of space in better proportion to sizes of departmental operations have tended to catch up with space needs. There was also evidence that schools have found ways of making more efficient use of personnel; e.g., clerical work is less often done by professional people who are needed for other important duties.

(b) Problems of administrative organization and functioning, and of staff and student morale were found, but were less frequent and less critical than in 1949.

(c) In some departments the number of clinical majors far outweighed the number of majors in other areas. The clinical students thus lacked the stimulation and criticism from students with other interests and objectives which are such healthy influences in graduate education in psychology.

(d) While the lack of careful and effective evaluation of graduate students was very frequently found in 1949, it was necessary to discuss it with only a few departments this year.

(e) Some programs suffered from the dispersion of different departmental activities in separate buildings so that there was a weakness in the integration of the clinical program with other areas of departmental work.

(f) Impairment of the PhD program by simultaneously training many clinical students at the master's level was found, but less frequently than in 1949.

(g) A minor problem, due to rapid expansion,

was the need for some teachers to handle areas of psychology for which they felt poorly prepared and had little interest.

(h) Almost all departments now have the authority to accept and reject graduate students. The time and attention otherwise given to graduate students who are found to be unqualified for any degree is considered to be a handicap to the best utilization of a department's resources.

Certain additional comments should be made on the significance of the data given in Tables 1 and 2. One of the important factors in the quality of a graduate program is the amount of time given to graduate training and research supervision by the staff in proportion to the number of students. According to Table 2, the differences in this regard between the median departments in the fully approved (*A* and *A -*), conditionally approved (*B* and *C*), and disapproved groups are so insignificant as to invalidate this factor as one of the criteria for evaluation this year. The ratio of 13.6 graduate students per the equivalent of one full-time staff person in graduate instruction, shown for the twenty-two *A* and *A -* schools in Table 1, is based largely on the situation as it obtained in 1949. This figure for schools newly rated *A -* in 1950 is 9.0, which is considerably different from and better than the ratios of 14.0 and 14.8 found in the *B* and *C* departments and the *D* departments, respectively. The Committee believes that one of the threats to the quality of the PhD is the attempt to handle large numbers of graduate students.

While the student-staff ratios do not distinguish between the temporarily approved and the disapproved departments in 1950, other items in Table 2 appear to indicate differences which may be of significance, e.g., the equivalent full-time staff in both the clinical and general areas of psychology and the years of graduate teaching and clinical experience characteristic of the clinical teaching staffs. These factors were not used to differentiate between ratings given to departments but they entered into the over-all evaluation of programs.

Table 1 indicates that the newly approved *A -* departments, all of which were only temporarily approved in 1949, have reduced the number of their graduate students in clinical psychology thereby achieving both a better balance between clinical and non-clinical students and a better staff-student ratio. In certain respects, they, as a group, are superior to the medians in the total

group of *A* and *A* — schools, according to data collected for the latter in 1949. For example, the median general staff experience in graduate teaching among the 1950 *A* — departments was 13 years as compared with 10 years for the fully approved departments as a group. The median of this year's group of *A* — departments has: (1) four diplomates of ABEPP, (2) only 47 graduate students, and (3) only nine graduate students per equivalent full-time graduate staff member.

The publication of Tables 1 and 2 should not be construed as meaning that the Committee follows only numerical criteria in its evaluations. Naturally, numerical criteria are considered. The Committee is of the opinion, however, that acceptable doctoral training in clinical psychology can seldom be given by a department with fewer than seven graduate instructors, representing different areas, each of whom has had at least five years of graduate teaching or professional clinical experience, who have been active in doctoral thesis supervision, and who give a total of not less than the equivalent of three full-time persons to graduate instruction. The Committee believes, further, that the full-time graduate students should not exceed twelve per equivalent full-time staff member unless a considerable number of the students leave graduate work after a year or two, or unless there are peculiarities of the program which make the handling of large numbers of students possible.

#### DEGREES GRANTED BY EVALUATED DEPARTMENTS

Each department was asked for the number of PhD degrees granted in 1948 and 1949, and the

number expected to be granted in 1950. The replies to this question give an interesting indication of the rate of expansion by these departments in doctoral education. (See Table 3.)

The schools as a group expect to give over two and one half times as many PhD degrees in 1950 as in 1949. The increase is largely in the number to be given to clinical majors. The greatest rate of increase is expected by the temporarily approved departments, and in the clinical area. However, the Committee estimates that the departments' predictions for 1950 are exaggerated and that the actual number of degrees to be given by them in 1950 will not exceed 110. The Committee hopes that its estimate is more nearly correct than the predictions of the departments concerned, because it believes that departmental staffs are not now adequate in size and experience to turn out 142 good PhD's this year.

#### CONSULTATIVE VISITS

There are many schools which offer PhD degrees with a major in clinical psychology which have not requested evaluation of their programs by the APA. Fifteen of these departments invited the Committee to send the Administrative Officer to them for informal discussions of their work and plans in the light of APA standards and the Committee's experience in evaluation. None of these departments was represented at the Boulder Conference, and it was believed that such informal discussions would be of help to them. One of the expected results is the delay of requests for evalua-

TABLE 3

*PhD degrees reported in clinical and non-clinical areas of psychology by the 22 schools evaluated in 1950*

Departments by Ratings	N	Clinical			Non-clinical			Total Degrees		
		1948	1949	1950	1948	1949	1950	1948	1949	1950
A—	5	3	5	19	5	3	16	8	8	35
Median		1	1	2	0	0	3	1	1	7
B or C	12	7	8	45	22	20	33	29	28	78
Median		0	0.5	3	1	0.5	2	1.5	1	5
D	5	2	5	15	7	14	14	9	19	29
Median		0	1	4	0	2	1	1	4	5
All departments	22	12	18	79	34	37	63	46	55	142
Median		0	1	3	1	0.5	2	1	1.5	5



tion until the probabilities of APA approval are at a maximum.

The Committee received several impressions from these informal visits which are of interest.

A. There is tremendous demand from students, and sometimes from staff members and school administrators, for the clinical doctorate program. The opening of a new era of professional opportunity seems somewhat like the discovery of gold in California. Departments cannot help but interpret this pressure as a social need which they would like to help meet, and there is the "only human" characteristic of responding to this new popularity, opportunity for expansion, and greater status in the institutional scheme of things. Many departments, however, are concerned about the permanence of opportunities for their graduates and about the investment in larger staffs to train for a profession for which the demand may decline.

B. The fifteen unevaluated departments which were visited have smaller and less experienced staffs than the evaluated schools. These 15 departments have given only eight doctoral degrees in psychology. One may get the impression in some of these schools that the doctoral program is simply a longer one than that required for the MA degree. Some of these schools depend largely on undergraduate courses for the theoretical training of doctoral students, and their graduate courses in clinical psychology consists largely of technique and skill training. This seems to be because of the prevalence of the idea that the most important attribute of the clinical psychologist is his skill and experience with psychological tests, rather than his knowledge of the science of psychology. There is a real threat to the meaning and status of the PhD degree if the trend toward predominantly technique and service-oriented training in clinical psychology continues to grow. Until the public and other professions know how to judge the commodity they are buying in a clinical psychologist, there is a possibility that less thoroughly trained psychologists may push out and supplant the better product.

C. Some of these unrated departments have every intention of maintaining high standards of scholarship and research ability in their clinical programs as well as among their experimental and non-clinical students. Their chief needs are for experienced staff. Some of them have little idea, however, of the expense or of the complex and time-consuming

work involved in conducting a four year clinical program.

D. Among staff members of the unrated schools there seems to be a wider diversity of opinion about clinical psychology than in departments which have been evaluated and hence have had experience with integrated training programs. Clinical psychology is judged by some staff members more in terms of the faults and weaknesses of poorly trained practitioners than it is as a legitimate field of scientific study. However, some of these unrated departments are giving much the same sort of graduate education in clinical theory, techniques, and practicum work as is given in the approved schools. The major difference is in their lack of formally integrated programs of clinical training. The Committee's position on this matter is simply that, in clinical psychology, training should be given as a planned, organized and supervised whole, or not at all.

E. Of the fifteen schools visited informally by the Administrative Officer, it is probable that only one will request APA evaluation in 1951, three or four more may request it in 1952, and five or six more in 1953. By 1955 it is probable that evaluated doctoral training programs will be underway in at least fifty-five graduate schools.

#### STANDARDS FOR PRACTICUM TRAINING

The Committee was directed, in 1947, to recommend standards for internship training and to visit and evaluate such training in different centers in the country. The scope of this task has increased with the development of experience in the whole problem of training clinical psychologists. It is not a simple job. Evaluation of training centers will involve the Association in inter-professional relations far beyond those of the present, for good practicum training involves the collaboration of professional people from other areas and of institutional administrators who have widely varying backgrounds of professional training and orientation.

The Committee is submitting to the Council of Representatives its recommendations for practicum training standards and if they are accepted expects to be ready to begin evaluation of practicum agencies on a small scale in 1951.

#### PHILOSOPHY AND PRINCIPLES OF EVALUATION

In the past few years, universities have been under increasing pressure from professional societies



to have their specialized and professional training programs evaluated. Any school naturally wishes to be able to tell its students and the public that its programs meet high standards of professional quality, and the universities and colleges, in general, have long been committed to the principles of evaluation by outside, impartial and authoritative agencies. In the opinion of many administrators, however, the practice of accreditation by professional societies has led to many abuses. In some cases there are rival accreditation agencies, or lists of accredited schools have been published before all have been evaluated, or exorbitant charges are made for evaluation, or recommendations are made which are financially impossible and which seem to have little bearing on the quality of a program.

Because of such abuses a National Commission on Accrediting has been formed to set up a procedure for accrediting accrediting agencies, under which only the approved agencies will be permitted to evaluate programs. This Committee of the APA is, in principle, in sympathy and agreement with the objectives of the National Commission. It agrees that a published evaluation of one program of a school has effects on the institution as a whole. It agrees that the authority of a university to determine the areas within which it will give training should not be interfered with by any outside agency. The Committee has thus far had excellent relations with university administrations and believes there will be no disagreement with them on the principle that a school, chartered by the public to give academic and professional degrees, has an obligation to the public to give training which meets quality standards that have been determined by recognized authorities. Such authorities have the obligation to see beyond the immediate interests of a particular profession to the interests of a university as a whole and the ultimate best interests of the public.

The Committee has drawn up a set of principles regarding its evaluation objectives and methods which are being submitted to the Council of Representatives. If they are approved by the Council, it is recommended that they be forwarded to the National Commission on Accrediting.

#### PROBLEMS OF MUTUAL CONCERN TO THIS AND OTHER COMMITTEES OF THE APA

The APA has several committees whose work is related to that of this Committee. Liaison has not

yet developed to an effective stage because of lack of time on the part of members of these committees and lack of APA staff time to aid the committees in their work. Reference is made chiefly to the Committee on Standards of Training of Psychologists (D. B. Lindsley, Chairman); Committee on Training in Psychology below the Doctoral Level (G. S. Speer, Chairman); Committee on Relations with the Social Work Profession (J. McV. Hunt, Chairman); Committee on Relations of Psychology to Psychiatry (W. A. Hunt, Chairman); and the Committee on Standards for Psychological Service Centers (W. C. Trow, Chairman).

The Committee on Standards of Training of Psychologists was set up partly because of the opinion expressed by the Boulder Conference that the setting of standards in clinical psychology and the evaluation of schools which attempt to meet these standards should not be the function of the same committee.

The Committee on Training in Clinical Psychology currently has responsibility for setting standards and evaluating training in clinical psychology. It has confined its work thus far to doctoral programs, although many more students are going into clinical psychology with the MA degree than with the PhD. Thus, the problem of clinical training at the MA level is of concern to at least two APA committees.

In March 1950, the Committee recommended to the Board of Directors that the objectives and programs of all these committees be studied and that the time of Dr. Heiser, Coordinator of Professional Education, be so allocated that the overall aims of the APA as represented by these committees be best implemented. The Board considered the question of the allocation of Dr. Heiser's time to APA committees and reaffirmed its original intention that, under coordination by the Executive Secretary, such of his time as is not needed by the Committee on Training in Clinical Psychology be devoted to other pressing needs of the Association.

#### REPORT OF BOULDER CONFERENCE ON GRADUATE EDUCATION IN CLINICAL PSYCHOLOGY

This Committee did not have direct responsibility for the Boulder Conference although two of its members are members of the Conference Executive Committee, and Dr. Kelly served as Chairman of both committees during the past year.

The Conference report has been drafted by Dr.

*\* Boulder Conference was in 1948*

Raimy and edited by members of the Conference and the Executive Committee. A contract has been signed for its early publication in book form.

In its visits of evaluation this year the Committee received many affirmations of the great value of the Boulder Conference to the profession and to the graduate work of departments.

#### QUESTIONNAIRE STUDY OF CLINICAL TRAINING IN 230 SCHOOLS

At the suggestion of the Committee, the Administrative Officer completed a study of procedures of clinical training and student loads in 230 U. S. schools. The study was submitted in May for publication in the *American Psychologist*. It is expected that the data presented in that report will lead to discussion of objectives and standards in clinical training and that they may be of use to various committees of the APA as well as to departments of psychology.

#### RECOMMENDATIONS FOR THE FUTURE

The Committee has operated this year on a budget of \$14,000. Its work could not have been done without the very substantial support represented by a grant of \$10,000 from the National Institute of Mental Health of the United States Public Health Service.

The estimated budgetary need for the coming year is \$12,000 which should cover evaluative visits to sixteen graduate departments, thirty practicum centers and consultative visits to fifteen schools. It is recommended that this amount be appropriated for the work of the Committee for 1950-1951.

The Committee is aware of the fact that its work of setting standards and evaluating training in clinical psychology rests upon an assumption that the graduates of the various training programs will vary in general competence and quality with the ratings given the programs by the Committee. The Committee recommends that planning be initiated now for a criterion study to test this assumption. Such a study will be very difficult; no other profession has attempted such a thing. Perhaps some other committee would be more appropriate to plan and carry out such a study, but this Committee would like to cooperate as fully as possible in it.

The Committee has been more impressed this year than ever before with the growth of psychol-

ogy as an applied profession in comparison with its development as a science. Perhaps the Committee's preoccupation with professional training problems narrowed its vision of growth in the latter respect. The Committee recommends that the Association take stock of developmental trends and that it plan consciously and consistently with a view to the development of psychology in line with the most thoughtful and wisely considered views of the needs of American society. Psychology as science and profession has already contributed much, and there is undoubtedly a readiness on the part of society for further and greater contributions. The field of clinical psychology has grown more rapidly than has any other in the past few years. This growth is most encouraging but there is need, if clinical psychology is to make its best contribution, for it to be constantly based upon and supported by developments in the theoretical aspects of the science of psychology. The Committee believes that too few American psychologists are aware of the fact that the APA is engaged in the novel experiment of fostering the development and training in both theoretical and applied aspects of the profession of clinical psychology in one graduate program, under the control of the academic departments of our universities. Many other applied professions have their own professional schools which have tended more and more to be separated in spirit and content from their parent and basic fields of scientific knowledge. Thus far, the APA is committed to the principle that both society and the psychologist will gain most from the combination of science and practice. If it is better understood for what it is, the experiment may have more chance of success.

Respectfully submitted,

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# STANDARDS FOR PRACTICUM TRAINING IN CLINICAL PSYCHOLOGY: TENTATIVE RECOMMENDATIONS<sup>1,2</sup>

## APA COMMITTEE ON TRAINING IN CLINICAL PSYCHOLOGY

SINCE its appointment in 1947, this Committee has devoted its efforts almost exclusively to the formulation of recommendations for the guidance of graduate departments which offer doctoral training in clinical psychology and to the evaluation of such programs. Our concern with the many agencies and institutions which are used by the departments for the field training of their students has been only indirect. The Committee has not attempted to make recommendations directly to the field training agencies because standards for such training had not been established.

Recommendation of standards for field training in clinical psychology was envisaged by the Board of Directors three years ago. In the interim the Committee has studied the problem and submits the present preliminary report. It is hoped that the standards and general philosophy of field training described herein will serve as a useful guide both to field agencies in the further development of their programs of training and to the graduate schools which utilize such programs for their students. It is also thought that the report, with such modifications as further experience dictates, may serve as a basis for the formal evaluation of

field agencies if this course of action is later approved by the APA.

There can be no doubt as to the need for and wisdom of practical field experience in the training of clinical psychologists. In our opinion, this experience will be most valuable if it constitutes an integral part of the total doctoral training program of a graduate department of psychology. In saying that field experience should be an integral part of the training of the clinical psychologist we wish to emphasize the importance of true integration and synthesis. The tendency to think of academic or theoretical education and practical field training as a dichotomy, or the division between theoretical and research training on the one hand, and the applied service experience in the field, on the other, makes for an unreal and artificial separation which is not conducive to the best training of the clinical psychologist. In some instances it is as stultifying to the advance of knowledge as was the philosophical preoccupation with the mind-body problem. The Committee wishes to emphasize the constructive part that well conducted field training plays in the theoretical and research training of the psychologist. Working with the problems of human beings in their real settings is an essential part of the education of the clinical psychologist; it is not to be thought of as a separate part or kind of training. Although the terms "theoretical" and "applied" will continue to be used to describe particular emphases at particular points in the total educational program, they should not be allowed to mask the essential objective of integration as suggested above.

The attempt to combine, in one program leading to the PhD degree, graduate academic work, research training, instruction in clinical skills and techniques, and actual clinical practice with human beings is a new and significant experiment in higher education. The applied training for most of the professions is given in special professional schools, the methods and goals of which are largely determined by practicing members of the professions.

<sup>1</sup>The Council of Representatives of the American Psychological Association on September 6, 1950, voted to approve this article as a tentative report and to publish it in the *American Psychologist* (see page 545).

<sup>2</sup>This report is based in part on the experience and points of view of the Committee members and in part on the earlier report published in the *Journal of Consulting Psychology*, 1945, 9, 243-266, by a joint committee of the American Psychological Association and the American Association for Applied Psychology under the chairmanship of David Shakow. While the present committee accepts full responsibility for this statement of standards, it wishes to acknowledge the help received from E. R. Hilgard, Bertha M. Luckey, and David Shakow, former members of this Committee, and from Robert R. Sears, chairman of the former APA Committee on Graduate Professional Training in Psychology, who read the report and made constructive criticisms of it.

By contrast, the doctoral program in clinical psychology which has been recommended by the American Psychological Association brings the academic and field interests together into one integrated program under the direction of academic departments which, in general, are more sensitive to the needs of society for new knowledge than to the immediate needs for practical service. This is desirable and good. The greatest need, in our opinion, is for more tested knowledge; e.g., knowledge of the dynamics of personality development and psychopathology, of the etiology and of effective preventive and treatment measures for all the complex psychological disorders of the human being. Graduate departments of psychology are not primarily interested in devoting their efforts to the training of persons who will function solely in rendering psychological services. These departments are interested in increasing the significance and usefulness of psychological research, and in the dissemination of more and newer knowledge of the principles and methods of psychology. History shows that this is not likely to be done by the academicians alone. For this reason it is desirable that a new professional group be educated. A new group is needed which can bring its theoretical knowledge and research methods to bear upon the clinical problems of our population and which can, at the same time, enrich our theoretical knowledge as a direct by-product of its actual experience in dealing with people's problems. Thus, actual clinical experience is a necessary complement of the academic education; it adds flesh and blood to the theoretical structure of clinical psychology.

#### THE TERM PRACTICUM

The Committee recommends that the word *practicum* be used as a generic term to indicate all varieties of practical field training. Its use was recommended by a majority of the members of the Boulder Conference on Graduate Education in Clinical Psychology.<sup>3</sup>

In the sense in which the term *practicum* is recommended for use, it means a training experience, not as an end in itself, but as an integral part of a larger, complex, cohesive and organized training program leading to minimum professional competence in clinical psychology. (The term is equally well adaptable to the areas of industrial or social

psychology.) Practicum experience is an essential part of doctoral programs in clinical psychology, and it is the essential aspect of most post-doctoral training.<sup>4</sup>

A practicum is a training experience in which the student engages in closely supervised work on the real problems of clients or patients.<sup>5</sup> The student may engage in practicum work as an interviewer, psychological examiner, counselor, psychotherapist or research worker. The two basic aspects of the practicum are: (a) the nature of the work with actual patients, and (b) the close supervision by professional persons who are in a position to make the student's work of maximum training value to him at the same time that it contributes to the service being rendered to the client.

Before a student has his first practicum experience he should have had laboratory training in the administration and scoring of tests and in interviewing and methods of observation. This kind of pre-practicum work is usually carried out with acquaintances, fellow-students, or children who are brought into the laboratory solely to serve as subjects for training in testing and other procedures. The laboratory level of training bears the same relationship to practicum training that the experimental laboratory bears to the later research to be done by the graduate student. In the laboratory the clinical student learns the administration and scoring of tests, the various procedures to be followed by the participant-observer, and the different kinds of controls which tend to standardize and objectify the procedures of the clinical psychologist. Laboratory training is a prerequisite for practicum work with patients in a professional setting.

Practicum training may be divided into two levels of function and responsibility as follows:

A. *Clerkship.* After a period of laboratory training, the student should be ready to begin practicum work. He enters it at a level of responsibility and in a capacity which is called a clerkship. In the clerkship the student is still a learner of the different clinical tools and of their applications and interpretations when used with patients or other persons seeking professional services from the psy-

<sup>4</sup> The Committee does not wish to give an opinion at this time on the place of the practicum in clinical training at the level of the master's degree. Further study by the APA of psychological training at this level is thought to be necessary.

<sup>5</sup> Throughout this report, the terms *client* and *patient* are used interchangeably and synonymously.

<sup>3</sup> See *Training in Clinical Psychology*, New York, Prentice-Hall, 1950.



chologist. At this level, the student is not expected to contribute directly to the handling of clinical problems. His chief goals should be to become: (1) familiar with as many different kinds of problems as possible; (2) skilled, to a modest degree, in a number of clinical procedures and, (3) acquainted with the ways in which clinical psychologists collaborate with other professional people in handling clinical problems. His clerkship experience should be extensive, and it should ordinarily involve work in several different kinds of agencies. The student in the clerkship should not take responsibility for decisions regarding patients, and his work should not be utilized by the agency unless it has been done under such sufficiently close and competent supervision as to warrant its validity.

**B. Internship.** An internship, which is a higher or more advanced level of practicum work, is characterized chiefly by its intensity in dealing with relatively few patients, over a longer period of time, on a basis which may involve taking responsibilities, under supervision, for all the psychological techniques used with patients. The intern may give tests and integrate the results himself, or integrate the findings of tests given and reported by students

at the clerkship level; he may follow up testing with an extended series of therapeutic interviews. His responsibilities are similar to those of junior staff members, but at a beginning level. He may engage in research for his doctoral dissertation, and he is frequently responsible for partial supervision of one or more students at the clerkship level of training.

Neither the clerkship nor the internship is to be defined according to the year-level of the student but, rather, according to the degree of responsibility entailed in the work. It is quite possible that a student could advance beyond the clerkship to the internship without having mastered or become proficient with certain techniques. For example, one might have a third-year graduate student serving an internship in which he takes a degree of responsibility for patients in regard to the interpretation of certain tests and psychotherapy at the level ordinarily thought of as being that of the junior staff member, yet his training in the use of projective techniques has just begun. One would say that the student is undoubtedly an intern although his work with projective techniques is at the clerkship level of responsibility and proficiency.

TABLE 1

*Levels of non-academic training in clinical psychology with their distinguishing aspects*

Levels Aspects	Pre-Practicum	Practicum	
	Laboratory	Clerkship	Internship
Subjects	Normal persons, classmates, etc.	Patients or clients	Patients or clients
Primary functions	Learning administration of various techniques	Using techniques in studies of patients	Integrating the results of various techniques
Essential supervision	Instructor	Agency psychologist	Agency personnel representative of different professions
Duration	Sufficient to learn administration of methods	Variable, but not less than equivalent of 3 months in at least 4 different agencies or settings	Variable, but not less than the equivalent of 11 months. Not necessarily but preferably in one agency
Distribution of time	Scheduled hours	At least the equivalent of one day per week	Full or half time
Characteristics of work	Drill and observation	Extensive use of many methods with many patients	Intensive use of many methods with follow-up with relatively few patients
Remuneration	None	None	Scholarship or stipend



The distinction between clerkships and internships may be made clearer by saying that, in the former, the student's attention is centered on methods and techniques, while in the latter, it is centered on the patient and his problems. The clerkship experience naturally precedes the internship assignment and neither stands alone. Reference to the following table may clarify some of the similarities and differences between the levels of work discussed above.

#### PREREQUISITE EDUCATION

Many clinical service agencies give practicum training, usually called internships, to persons who already have terminated their academic education at the AB or MA level. In many instances there is little integration of academic and theoretical training in psychology with the practical experience received in the field agency. For this reason, the Committee makes the following recommendations regarding the kind of education that should be required of those who are admitted to practicum training independently of university programs in clinical psychology leading to a doctoral degree.

The prerequisite training should include at least the equivalent of a thorough undergraduate major in psychology of the kind recommended by the APA in the report on standards for doctoral training in clinical psychology.<sup>5</sup> This education need not be acquired in full in the undergraduate years. If it is not, however, it should precede any practicum assignment. The Committee believes that any practicum in clinical psychology should be preceded by at least a semester of graduate study.

There is probably much value for the undergraduate who is looking forward to graduate work in clinical psychology in having a broad undergraduate training in the physical, biological and social sciences, and in the humanities, rather than a heavy undergraduate major of thirty hours or more in psychology. A student may gain more in the long run by a rich undergraduate background although it may create a delay in obtaining some of the content of the recommended undergraduate courses in psychology until his first graduate year. It should be remembered that practicum training is conceived in this report as part of the education of a professionally trained scientist in psychology. The information, attitudes and methods learned from study of the other sciences can be expected not only to

give the student a more comprehensive grasp of the current status of knowledge in these fields but, even more important, it should provide him with tools for making more critical evaluations of experimental and theoretical work in psychology.

#### GENERAL CONSIDERATIONS

The nature of practicum training will necessarily vary to some extent with the type of agency or setting in which the training is given and with the length of the practicum. Before taking up the many different kinds of centers which may be used for practicum training, certain considerations which are relevant to all practicum placements will be discussed. They are: (a) nature and variety of patients or clients; (b) knowledge, approaches and skills to be learned; (c) kinds and quality of supervision; (d) allocation of students' time; (e) duration of training; (f) evaluation of trainees' work; and (g) miscellaneous factors.

*A. Variety of patients for study and treatment.* Any one agency or training center ordinarily specializes in a particular kind of client or patient. In the school for mental defectives it is those with subnormal intelligence; in the state mental hospital, it is those with a marked degree of psychopathology; in the public grade school, it is the problem of education or social development in children of a fairly narrow age range and wide range of intellectual ability. It is desirable that the trainee in any practicum have some experience with the range of clients accepted by the agency.

*B. Knowledge, approaches and skills to be learned.* Different things will be learned in different practicum settings, of course, but comment is directed here to those elements which may be common to all practicum situations.

The first things to be learned by the trainee who enters a practicum agency are the nature and extent of the responsibilities undertaken by that agency. He should learn this first on an overall basis—in part, perhaps, by studying a functional organization chart of the agency. He should then meet the representatives of all the non-psychological professional services of the agency. From them he should learn about their work and their conceptions of the ways in which the clinical psychologist might contribute to their special functions. The Committee is of the opinion that this step in the initiation of the trainees into practicum settings is frequently neglected. Many student psychologists seem to have a narrow

<sup>5</sup> *Amer. Psychologist*, 1947, 2, pp. 539-558.

vision of their work and do not recognize that it will be most useful to the agency, to the patients, and to themselves if it is well integrated with the other professional functions of the center.

The student must further be given the opportunity to learn much about the different kinds of clients served. Such learning is achieved in three chief ways: through professional staff seminars or conferences; professional and social contacts with other personnel of the center, particularly supervisors; and through time spent purposefully with the patients. A textbook can tell much about a particular syndrome, but this knowledge is of little value unless associated with practical experience. Individual, direct observation of patients who present the syndrome helps both to synthesize the learning gained in other ways and to emphasize the complexities and the important exceptions that occur.

A basic skill that the student should acquire in the practicum is the technique of getting subjects or patients to respond to selected and controlled situations. Whether the situation includes testing or interviewing, the psychologist should be able to evoke behaviors and responses which will lead to the fullest understanding of the patient's problems. Such responses must be elicited in ways such that they may be studied and valid generalizations drawn from them. The techniques used in these situations may be objective or not, standardized or not, and designed for use with either individuals or groups.

Because it is only in the practicum that the student can develop clinical proficiency in the use of psychological techniques, the question is sometimes raised as to the desirability of giving the initial laboratory level of instruction in techniques in the practicum agency. It is sometimes contended that early contact with patients and clinical problems gives greater motivation to learning techniques, and that they may be learned better in practice with patients in the practicum agency under the instruction of psychologists who themselves are engaged in professional service work, rather than in the academic setting.

This problem really resolves itself to the question of how, when and where instruction in testing techniques can be best given without inroads upon the best theoretical and practical training which may be given by the graduate department and the practicum centers in collaboration. The Boulder Con-

ference was in general agreement that "the university department has the responsibility of teaching the administration, scoring and elementary levels of interpretation of some tests for clinical use, and of certifying to the practicum agency the student's readiness for clinical practicum use of such tests." The Committee sees no reason to change its recommendations concerning teaching of testing techniques, and believes that the university, perhaps after consultation with its practicum supervisors, should decide for itself when, and under whom, and where clinical techniques may best be learned.

*C. The kinds and quality of supervision.* It has been said, earlier in this report, that one of the essentials of a practicum is that it provide supervision by professionally competent people. Two terms in this statement need definition: the term *supervision* and the term *competent*.

In the opinion of the Committee, supervision consists of four essential procedures: (a) planning the student's practicum work in terms of his level of competence and learning-needs; (b) keeping the student occupied with practicum work; (c) observing and studying his work; and (d) criticizing his work to the end that he may correct mistakes and learn as much as possible from the work and the supervisor's criticisms. More than one supervisor, of course, may be involved in handling these details. While this analysis may be satisfactory in a formal way, it does not catch the spirit of supervision as the Committee sees it. The attitudes of the supervisor toward his profession and toward the trainee are of great importance in determining the adequacy of supervision. It is rather the *how* than the *what* of supervision that makes it poor, satisfactory or excellent.

Competence of a supervisor may be defined in terms of the standards of the profession to which he belongs and in terms of the characteristics that should be common to all supervisors in the practicum. The profession of social work, for example, has definite principles and standards regarding the responsibilities of field supervisors. The older, more established professions have generally agreed upon standards of competence, while clinical psychology is just now struggling with the problems of developing such standards. Various standards are used in estimating the competence of clinical psychologist supervisors, but none are as yet universally agreed upon. The possession of the diploma in clinical psychology from the American Board of Examiners

in Professional Psychology is presumptive evidence of competence. Other types of presumptive evidence are certificates granted by state or other associations of psychologists, the possession of graduate degrees, or equivalent graduate work in schools which offer instruction in clinical psychology, and a number of years of successful clinical experience.

None of the above criteria in itself, however, is a satisfactory measure of supervisory competence. In addition to such formal criteria, it is obvious that the character and personality of the supervisor and the kind of relationship he builds with the trainee are of basic importance in determining his competence. The nature of his professional ethics, his motivation for service to clients rather than for personal power or material rewards, his concern with theory and principle rather than with protocol, and his own eagerness to keep abreast of current developments in his science or profession are good indicators of his competence as a supervisor.

The questions of quality of practicum supervisors are difficult because of the lack of demonstrably useful standards. They are also delicate because of the involvement of problems of inter-professional relations. The professional status of a specialist, his past experience both in his own specialty and in the supervision of clinical psychologist trainees, the degree of his interest in supervision of practicum students and the amount of time he gives are useful criteria of the quality of his supervision. Adequate supervision is such an important factor in the training of a clinical psychologist that it should be the chief consideration in the selection of a practicum.

One of the great values of practicum training is the experience of working on the same clinical problems in close relation with other specialists. The student in this way broadens his knowledge and experience by work and collaboration with people who have different training and approaches to clinical problems. Thus, the kind of supervision required in the practicum depends upon the kind of work done by the practicum agency. If the agency is a mental hygiene clinic, the student should receive supervision by a psychiatrist and a social worker as well as by a clinical psychologist. If it is a public school, the primary supervisor should be a fully qualified school psychologist. Other supervisors should include special teachers, guidance counselors, administrators, specialists in remedial work and sometimes school physicians. In all cases, it is de-

sirable that the student's work should be understood, evaluated and criticized by at least one professional person from a field other than psychology.

*D. Allocation of the student's time in a practicum.* There is usually so much to be done in a practicum within the short period of time spent there by the student that some principles for the rough allocation of time would be useful. It would be difficult, if not impossible, to draw up a set of principles which would apply equally to all types of agencies, but it seems to the Committee that certain aims in this regard should be recognized.

It is accepted as axiomatic that the purpose and value of the practicum lie in the experience gained in supervised work with the clinical problems of patients. This would seem to indicate that the majority of the student's time would be spent in such work. In most practicum centers, however, the greater portion of the student's time is spent in case conferences, seminars, reading, consultations and report writing. In some instances, more time is spent in scoring and interpreting tests alone than is spent with patients. It is the Committee's opinion that this is not, ordinarily, the best allocation of time. It may seem to suit the immediate needs of the practicum agency, but it cannot provide the conditions for maximum learning by the student. The problem here seems to be one of allocating the trainee's time so as to maximize the net results in his knowledge and skills. At different levels of training, different allocations of time among patients, report writing, conferences and research are desirable. In any unit of time, such as a month, extensive experience with many patients and with many techniques is necessary in the clerkship, while in the internship period it is better that the trainee have more intensive experience with a smaller number of patients and techniques. In the early part of a clerkship, the student may spend much more time in writing reports than he does with patients; but with supervision and experience, report writing should take less and less time. At the internship level it may be frequently desirable to spend more time in writing reports, which integrate the data from different tests, from case history material and from interviews, than in contact with patients. The amount of time given to research should probably increase over the total period of practicum training. Although no rule can be laid down as to the best allocation of time to different activities in the prac-

ticum, it is obvious that the allocations should be made in such a way as to maximize the trainee's learning.

*E. Duration of practicum training.* There is probably a minimum length of time which should be spent by a student in any particular practicum agency, but the Committee does not believe that it can make a definite statement on the question at this time. It seems fair to assume, however, that the decision as to the amount of time a trainee is to spend in any one practicum agency should depend upon (a) the complexity and variety of clinical training, (b) the quality of supervision available there, and (c) the level of responsibility to be undertaken by the student.

Ordinarily, a minimum practicum assignment to any one agency would be one full day per week for a period of three months. These thirteen days would probably be more rewarding if spent in a three month period than if concentrated in a shorter total period or if spread over a still longer time. This type of assignment is appropriate only at a clerkship level of training. At the internship level, a student should have at least three consecutive months of full time work in one agency as a minimum assignment. If one assignment is made for a period of only three months, there should be another similar assignment for at least nine months. There are many practicum centers in which the student would gain most by spending a full year because of the variety of clinical experience to be had and the quality of supervision available.

On the question of practicum duration, the Boulder Conference agreed that:

Field placements at the third and fourth year levels of training should be of at least nine months duration of full-time work or eighteen months duration of half-time work, thus providing continuous contact with clinical cases under study or treatment.

The Committee agrees with this statement and would point out that it does not oppose the possibility of the nine months full-time work being spent in more than one agency. The guiding principle should be the necessity of providing continuing contact with patients. In its report on standards for doctoral training<sup>6</sup> the Committee recommended that the student should have a clerkship in at least four kinds of practicum agencies. This could be done, of course, and still leave time for nine full

months of internship level work in a practicum during the third graduate year.

*F. Critical evaluation of the trainee's work.* Formal evaluation of the student's work is regarded as an essential part of good practicum training. These evaluations should be in such form as are most useful to those who will pass upon the student's professional qualifications, e.g., his graduate school, The American Board of Examiners in Professional Psychology, state boards of examiners which grant certificates and licenses, and employers. Practicum evaluations should be the product of all the professional supervisors and not just the opinions of the immediate supervising psychologist. They should be communicated to the student in such ways as will best promote his further educational development or, if strongly negative, lead to the decision to withdraw from training in clinical psychology.

The frequency with which practicum evaluations should be made depends upon the duration and distribution of the student's time in the practicum center. As a general rule, they should be made at the end of any one clerkship assignment and at least at the end of every full month of internship work.

*G. Miscellaneous factors.* Although it is desirable that a trainee have practicum experience in a number of different kinds of field centers, the type of agency is not as important for purposes of practicum training as is the character and quality of work done in it. Other things being equal, the student should learn most in an agency which is well staffed with experts who are engaged in active programs of treatment of their patients and who, at the same time, are advancing their own knowledge and the goals of their professions through continued study and research. Other, more objective bases for judging the standards and character of an agency are: space and equipment for research, professional or scientific library, number and quality of research papers published, professional association memberships held by the staff, scientific meetings attended by the staff, in-service training programs, research seminars and journal clubs, stenographic and clerical staffs, salary scales, etc.

#### OBJECTIVES AND METHODS OF TEACHING IN PRACTICUM CENTERS

*A. Objectives.* Although the practicum agency is to be considered, primarily, as a center in which

<sup>6</sup> Supra, p. 547.



extensive and intensive experience with people is gained so as to supplement and apply the knowledge learned in the academic setting, its essential teaching nature must be kept in mind. Appropriate standards may be best devised if the practica are looked at in this light.

Our problem is one of defining the most productive ways in which teaching and learning may be carried on in the practicum. First, however, let us ask ourselves the question, "What is the practicum student expected to learn?" The following goals to be achieved by practicum training may be regarded as overlapping and interdependent rather than discrete objectives.

1. To provide the student with actual experience with the kinds of behavior with which the clinical psychologist is concerned; that is, to give him experience in identifying the kinds of symptoms, the behavior patterns, and the forms of social interaction that represent the basic variables with which the student has attained some familiarity in his academic work. The student is to be given practice in the necessary skills in interacting with patients. In his early graduate work the student sees demonstrations, discusses cases, reads about them, and in general has a passive, noninteractive role in his study of psychological phenomena. One aim of the practicum is to give him experience in forming habits and methods of interaction with patients. Through his experience in interaction with patients and in examining them the trainee develops those skills which may be useful, directly or indirectly, in the treatment of the patient.

2. To teach the trainee how to communicate his observations and findings verbally and through written reports for the use of others who have responsibilities for patients.

3. To teach something of research methods and of the problems currently under investigation; this may be accomplished by actual participation in or conduct of research on clinical problems.

4. To give information about the social problems which are related to psychopathology and other disorders studied by the clinical psychologist.

5. To acquaint the student with the methods by which society attempts to meet the problems of management and care of the mentally ill.

6. To inculcate high standards of professional ethics: to give the student experience in actual interpersonal relationships which involve ethical de-

cisions, and practice in evaluating his own motives and social situations that have ethical implications.

*B. Methods of teaching.* The methods of teaching in the practicum cannot be described or isolated as specifics for each of the objectives listed above. There is probably no single experience in a practicum setting that could not contribute to the major part of the objectives. Therefore, an attempt is made, here, to discuss only those procedures which seem to contribute most to the total development of the practicum student. Some of these procedures are adaptable only to certain types of practicum centers.

1. Controlled or recorded observations of the behavior of patients. These observations should be carried on in as many different settings as possible. In the mental hospital, for example, they may be done in the wards, day-rooms, grounds, testing and therapy rooms. Such observations should be scheduled early in the practicum period. Sharp, precise observations are prerequisite to meaningful interpretations. In addition, the student should be asked to interpret the significance of the behavior observed and to discuss his observations with the supervising psychologist or the professional person in the best position to criticize and evaluate the student's work.

2. The requirement of written reports on psychological test findings and other procedures is an effective way of teaching how to communicate findings in meaningful ways for the use of others. Such reports should be discussed and criticized by the supervisors with the student individually and before groups of students. It should not be necessary to write formal reports on all work done, but a verbal report and discussion with a supervisor is always essential.

Forms and methods of report writing vary from one institution to another but the essential purposes of the reports are usually the same; i.e., to communicate information and interpretations for use in the solution of problems presented by the patient. Succinctness and communicability are to be striven for. The objectives of the reports must be constantly kept in mind in their preparation.

3. Case conferences in which the student is either an observer or participant with representatives of other professions are excellent teaching devices, especially if they result in interpretations and behavioral predictions, which may be verified in a follow-up study. They also aid in acquainting the

student with the attitudes, language and ethics of other professions to the end that he may become a more useful collaborator.

Case conferences should be handled, of course, so as to have maximum teaching value to all their participants. Some of the best types of conferences involve a preliminary discussion of some particular problem or syndrome, followed by the illustration of the problem in a selected patient and, finally, consideration of different points of view by different specialists in the group as to etiology and treatment. In such situations, the psychologist is given an opportunity to evaluate the degree to which his findings support or controvert the different points of view or practical proposals.

4. Staff meetings, at which the work of the agency or the psychological staff is viewed on an overall basis, are good educational devices. They help the student to appreciate the purposes and uses of his work.

5. The frequent observation by the supervisor of the student's actual work with patients, followed by criticism, is desirable. Misunderstandings and errors are often corrected only in this way. The use of one-way vision screens, sound recordings and similar methods is helpful in this respect.

6. The methods of teaching psychotherapy are many, complex, and at times have given rise to controversy. The Committee defines psychotherapy as "a process involving interpersonal relationships between a therapist and one or more patients or clients by which the former employs psychological methods based on systematic knowledge of the human personality in attempting to improve the mental health of the latter."<sup>7</sup> As broadly defined here, it is obvious that psychotherapy ranges from simple, brief counseling of normal persons to prolonged treatment of the most severe individual personality disorders. It is impossible to suggest any general rule for clinical psychologists as to how much experience and supervision is necessary before undertaking psychotherapy. This decision lies within the province of supervisors and others responsible for training. Such decisions are made, of course, in terms of the kind of problems presented for treatment and the kind of psychotherapy to be attempted.

Control and supervision of the student's work in psychotherapy of any sort should be exercised by one or more persons who are well equipped by ex-

perience, ability and interest to give it. The supervision, thus, might be given by a psychiatrist, a social worker or a psychologist. The team-integrated contribution of all three to the job of supervision is most desirable.

The use of recorded and transcribed psychotherapy sessions and the use of one-way vision screens and inter-communication systems are of great technical aid in teaching psychotherapy but they can only supplement individually supervised practice.

The adequate supervision of training in psychotherapy is obviously very expensive, and an undertaking which few agencies are prepared and able to provide. In formulating standards for practicum training in psychotherapy, the Committee is convinced both of the importance and seriousness of the responsibilities of the psychotherapist and of the inacceptability of superficial supervision.

In connection with the teaching of psychotherapy and the general questions of observation and criticism of the trainee's work, the matter of the supervisor's role in the personal as well as the professional growth of the trainee should be considered. In addition to the knowledge and observable skills of the professional clinical psychologist there are attributes of character, personality, attitudes, motivation, and judgment which are essential to successful productive practice. Even though we do not as yet know how to measure these characteristics nor how to inculcate them, we all recognize their importance and the part that the supervisory process can play in their development. The Committee believes that the most desirable aspects of these attributes develop in and because of the relationship between the supervisor and the trainee. They do not develop in all such relationships; they develop rapidly in some and slowly in others. The obstacles to their development are sometimes, apparently, in the supervisor, sometimes in the student and sometimes in both. The supervisor must have the capacity to elicit responses to him on the part of the trainee. Whatever the process of interaction may be, it is apparent that the models provided by the supervisor are of great importance in the personal and professional development of the trainee. It is for this reason, among others, that competent supervision is one of the basic essentials of practicum training.

7. By means of records, or otherwise, some procedure should be set up in practicum agencies by which students may follow up on the diagnoses, in-

<sup>7</sup> Supra, p. 548.

interpretations and predictions they have made in the course of their work with various patients. This may be done in some agencies more easily, of course, than in others. It is a great aid to the student's learning of clinical competence if he can ascertain by which procedures and techniques he succeeds or fails. A follow-up system can be so organized as to be of use also in certain research projects. Although some clinicians persist in the use of certain techniques, and certain analyses and predictions, without checking on their efficiency, it should be kept in mind that the experimental and critical attitude toward psychological procedures is likely to result in improvement both of the procedures and in the psychologist's abilities. If such check-ups show a very "low batting average" or no improvement in the course of time, it may be presumed that there is something wrong with the student, or his training, or with the techniques he uses; in any case it reveals a need for the supervisor to investigate the situation.

8. The fundamentals of training in research design and method are the responsibility of the graduate department in which the practicum student is enrolled. The practicum agency, however, has both the opportunity and the obligation to promote the research competence of the student. It can do this in several ways: (a) by allotting time for research; (b) by making research subjects and data available; (c) by holding research seminars; (d) by acquainting the student with pertinent variables and factors on which the academic advisers may be only partially informed; (e) by suggesting research problems; (f) by making physical facilities available, etc. Since students develop motivation for research and learn to do it best in an atmosphere of research, it is desirable that the practicum center as well as the academic department support and foster the research interests of the staff.

#### ADMINISTRATIVE DETAILS IN PRACTICUM TRAINING

Good administrative planning and execution can be of great support to a practicum training program and can prevent many troublesome situations which might otherwise arise. Some important administrative considerations are listed below.

A. There should be agreement between the practicum center and the university or school, from which the practicum student comes, as to the purposes of the practicum, the obligations to be assumed by both the agencies and the content of the

practicum training. This agreement should be developed in personal discussions between appropriate representatives of the two agencies and should be then committed to paper. These agreements should cover the problems of supervision by agency personnel and the authority of consultants from the student's school who should maintain liaison with the field agency. Good liaison can materially enhance the value of practicum training and its integration with the more academic work on the campus. However, the field agency should have complete authority over the work of the practicum student with the exception of certain matters pertaining to research which may be presented to the university in partial fulfillment of degree requirements.

The use of reciprocal appointments for staff memberships at the practicum agency and in the psychology department is sometimes desirable, but neither agency should relax its standards just to facilitate such appointments.

In arriving at a mutually satisfactory agreement, both the university and the agency should face squarely the value to the practicum agency of the work done by a student and of the value of the agency's contributions to the student. In assessing the student's value to the agency, the research he does, and such intellectual stimulation as he and the consultants from the university provide, should be weighted in the student's favor. It is probable that most practica at the clerkship level provide more for the student than for the agency and should not, therefore, carry remuneration.

The written agreement, covering the major details of the practicum program and the responsibilities of the university, of the agency and of the student should be discussed with each student at the beginning of the practicum placement.

B. *Stipends.* Third and fourth year graduate students in good standing at their universities, who have had previous practicum work at the clerkship level, should receive stipends for their work in the internship agency. This stipend should be an appropriate return for the service and research work performed by the trainee and such teaching and administrative responsibilities as he may carry with regard to other practicum students who are at lower levels of work. The Committee believes that internship-level work should carry a scholarship stipend rather than a salary because the implications of scholarships are such that they are less apt to be

exploited to meet service needs. For this reason, the Committee will look critically at the practices of schools which grant practicum credit for paid clinical employment in field agencies prior to undertaking graduate work.

C. *Administrative records.* In addition to such records as the practicum agency may require for its own use, there are two sorts of records which are thought by some to be useful and for which the practicum student himself should be held responsible. One is a type which might be called a certificate of competence. It would show which particular psychological techniques, e.g., interviewing, testing, therapy, have been learned by the student and practiced by him under observation and supervision. It should indicate, also, with which of several different major types of patients, e.g., normal child, normal adult, problem child, neurotic adult, psychotic adult, mental defective, organic case, etc., he has used the techniques competently. Ordinarily, the student should not be allowed to use any particular technique, independently, with a patient before he has been certified by a supervisor as to his competence with that technique with that particular class of case. Such a system is a safe-guard for the agency, the patient and the student, and it is a stimulus to broadening the student's experience and competence.

Another desirable type of record is the student's personal log or journal of his practicum work, a record of his experience. It should be set up chronologically and be periodically checked by a supervisor. It should be so coded as to indicate clearly the type and number of procedures used with particular kinds of clinical problems. Such a record will indicate both to the student and his supervisors that kind of practicum experience of which the student may be most in need.

D. *Selection of practicum students.* The practicum agency should have the authority to accept or reject students recommended to it by a graduate department. The agency should use whatever ways are available to assure itself that it is getting those students who best justify the agency's investment of time and energy in training. The Committee believes that the values of practicum training will be maximized if such training is given in conjunction with a planned and formal doctoral program in clinical psychology which meets accepted standards. Neither the best practicum training nor the best academic education can stand alone; those students

who are engaged in one, are apt to profit most from the other.

Another question on selection of graduate students by practicum agencies has to do with whether a particular agency should concern itself largely with students from a particular university or a school in the immediate vicinity. The Committee believes there may be some value both to the agency, and to the practicum students at the internship or third year level, in selecting students from a number of schools with a wide geographic scatter. In this way various philosophies and methods are productively communicated.

#### AGENCIES IN WHICH PRACTICUM TRAINING MAY BE GIVEN

The following list makes brief reference to a number of representative types of agencies in which it is thought valuable training may be given. The list makes no pretense of exhaustiveness. Other types of agencies might be added to it.

The length of the list may suggest the question of how many different kinds of agencies should be used by any one university in the practicum training of any one student. The Committee believes that the best number would be the smallest number which can provide practicum experience with clinical problems ranging from those of the normal person to the psychotic, with clients representative of the sexes and all age groups and with problems having hereditary, psychogenic and organic etiologies. Ordinarily, this would require at least four or five practicum assignments in the course of a student's training.

Some agencies are better adapted to internship training and some are better for practicum work at the clerkship level. For example, an agency which handles critical personality disorders on an out-patient basis would be unable to entrust such work to inexperienced students at the clerkship level.

A. *Psychiatric institutes or clinics within a university medical school or hospital.* This type of agency is usually devoted primarily to training and research. Its service functions are important, but they are secondary to teaching and research. Many of them have large staffs of specialists in medicine, psychiatry, neurology, pediatrics, social work, psychology, and still other fields. Their facilities are frequently used for the training, simultaneously, of psychiatrists, social workers, nurses, occupational therapists, clinical psychologists and research work-



ers. Such agencies usually see a wide variety of clinical problems. For this reason, as well as their commitment to teaching and research and their widely representative staffs, they may be thought of as among the most desirable practicum centers for both the clerkship and internship levels of training.

B. *University clinics for service to students, staff, and limited community referrals.* Such clinics are operated in a large number of universities. Sometimes they are administered by the health service under medical directors, sometimes by psychology departments under the direction of psychologists, and sometimes they are administratively separate entities operated directly under the university administration. In the latter case the direction may be by a physician or psychiatrist, by a psychologist or by a social worker.

In so far as these clinics are set up to engage in training and research, they offer better practicum experience than do those which have only a service function. Ordinarily, these clinics serve a relatively limited clientele and their professional staffs are composed of representatives of only two professions such as medicine or psychiatry and psychology, or psychology and social work. The supervising psychologist, in many cases, may have had training primarily in educational and vocational counseling, often in graduate departments of education.

Although limited in clientele and professional staff, these university clinics may provide intensive experience under close supervision at both clerkship and internship levels.

One of the frequent limitations of these clinics is the part-time nature of the work of the responsible professional personnel. They are often unable to devote as much attention to clinical work and practicum training as they might wish or as would be desirable from the point of view of the students.

C. *Community mental hygiene clinics.* The majority of these clinics are supported jointly by community, state, and federal funds for services to children. The problems that are brought to them by parents, teachers and social agencies include largely the personality and behavior disorders of "problem children" and educational problems of speech and reading.

These clinics are usually directed by a psychiatrist although the administrative responsibilities are often carried by a social worker. Although many of them have only the part-time services of a psy-

chiatrist, the work of the professional staff is generally considered as done under psychiatric supervision. The need for supervision in such clinics is great, due to the complexities of problems handled and the fact that many problems may be handled on a level which may be preventive of permanent or more serious disorders. In the Committee's opinion, team-work by the professional staff in these clinics provides a setting in which excellent experience may be gained by the practicum student. These clinics may offer the student excellent opportunities for experience with all the problems of children, and family life and disorganization. As always, chief among the criteria for judging their value as practicum centers is the matter of the quality and amount of supervision.

D. *Special research centers.* Agencies which are established for research upon such matters as behavior problems of childhood, personality problems, the social adjustment of the chronically ill or aged, the adjustments of minority groups, physical handicaps such as orthopedic disorders, blindness and deafness, may offer excellent practicum experiences at different levels of competence and responsibility providing the supervision is adequate and the student's functions go beyond psychological testing.

E. *State or other public mental hospitals.* At present there are probably more psychological "internships" in public mental hospitals than in any other type of agency.<sup>8</sup> The work by young psychologists in these institutions has always been largely in the nature of intelligence and personality testing as a possible aid to the diagnostic and administrative staffs.

Public mental hospitals are potentially excellent agencies for practicum training at different levels in that they offer a wide variety of the most serious psychopathologies, often complicated by the effects of physical disease and drug addiction. Their characteristic limitations consist chiefly in the fact that professional personnel are often limited in both quantity and quality, and that the professional work is largely a matter of diagnosis and custodial care. Except for a few outstanding exceptions, relatively little research is done in such institutions, and their

<sup>8</sup> The chief reasons for this are probably the early pioneering done under such people as F. L. Wells, Grace H. Kent, William A. Bryan, and David Shakow in Massachusetts, and Elaine Kinder in New York, and the fact that the budgets of such institutions seldom make provisions for the employment of an adequate number of professionally competent clinical psychologists.

staffs are seldom interested in high levels of practicum training. Where these limitations do not exist and where supervisory personnel are adequate in number and quality, public mental hospitals offer excellent practicum experience.

Some institutions, especially those which operate out-patient clinics, may offer, also, the opportunity for training in psychotherapy.

*F. Hospitals and clinics of the Veterans Administration.* These agencies are public but are listed separately because of the relatively limited nature of the population served and because of official policies regarding clinical psychology.

These agencies offer custodial, hospital and out-patient care for all types of personality disorders and also vocational and educational rehabilitation. The facilities for practicum training are excellent in many of them, yet the shortage of qualified supervisors prevents many others from giving the most desirable kind of training.

VA agencies differ from many others in that they have set up adequate positions for professional personnel, including clinical psychologists, and their salary scales are relatively good. Many of them have excellent consultants in the various clinical specialties, and there is provision for research and psychotherapy, as well as diagnostic testing, by psychologists.

*G. Vocational rehabilitation services of state departments of education.* These services are offered in most states with the support of federal funds and some policy supervision on the national level. They are highly organized in some states and may provide a wide variety of professional services including educational scholarships, sheltered workshop training, prosthetic appliances, diagnostic services and medical and psychological treatment. Full-time staffs are made up predominantly of vocational counselors, yet many have provision for thoroughly trained clinical psychologists and some provide opportunities for team work by psychiatrists, social workers, psychologists and other specialists. At the present time the clientele of these agencies are in need primarily of vocational guidance and physical rehabilitation, and present the psychologists with significant training experiences. The level of practicum work in such agencies should depend upon the nature of the supervisory staffs.

*H. Private and municipal general medical hospitals.* Many of these hospitals which give the great bulk of short term medical care in the United

States have neuropsychiatric and psychosomatic wards and experienced professional staffs. Many have social service departments and some employ clinical psychologists. Such hospitals offer real opportunities for clinical work and research with a wide variety of patients and clinical problems. Unfortunately, to date, these opportunities have been scarcely realized or developed, either by psychologists or by the professional administrators of the hospitals.

*I. Institutions for the mentally defective.* There is a long history of psychological work in a few of these institutions. The Vineland Training School, for example, has a world-wide reputation for research carried on there by psychologists. Most state institutions for the mentally defective are largely custodial in program and because of limitations of budget and professional staffs have seldom developed their potentialities for clinical work and research. Many of them have staff psychologists whose work is primarily that of intelligence testing for purposes of diagnosis, educational classification and dormitory or cottage assignment. Skepticism about the possibilities of constructive education and prevention has been a handicap to the professional training and research that might be carried on in these institutions.

*J. The courts: juvenile, civil, probate, and criminal.* These agencies see a wider variety of human problems and maladjustment than any other single type of agency, and there is no doubt that the diagnostic and corrective work done by them could be aided very materially for the benefit of society by the contribution of persons trained in the sciences that have to do with human behavior. A few of them employ psychiatric, psychological, and social-service specialists who are able to make court work of excellent practicum training value to clinical psychologists. At the present time the number of psychologists connected with courts, and the number getting practicum experience in them, is negligible. This, however, should be no deterrent to attempts to make their facilities available for the training of clinical psychologists.

*K. Correctional institutions and prisons.* Many of these institutions employ professional staffs composed of physicians, psychiatrists, social workers, and psychologists. The crimes committed by their inmates range over the entire gamut of aberrant social behavior; from petty thefts to large scale burglary and financial manipulations, from drug addic-

tion to persistent sex offenses. All inmates may be thought of as having some form of behavior disorder and offer unlimited scope to the student of clinical psychology.

The chief limitation of such institutions for practicum training, up to the present time, lies in their lack of budgetary provision for psychologists and other professional specialists and in the inadequacy, as supervisors of clinical students, of the personnel now employed by most of them.

*L. Kindergartens, primary, and secondary schools.* With the increasing realization of the social values in preventive mental hygiene, it may be expected that more and more use will be made of professionally trained psychologists in public and private schools. There is probably no school teacher who has not experienced and tried to cope with the behavior problems, personality disorders, and special disabilities of a small proportion of his or her students. The schools could offer excellent opportunities for student psychologists to observe and study the behavior of normal children of different ages, the manifestations of early personality disorders, the effects of muscular and sensory handicaps and the problems involved in speech and reading difficulties. The school situation may provide, also, the opportunity for individual and group psychotherapy with both children and parents. To learn most, and to be of the maximum service in the school situation, the student psychologist must spend enough time in the school to understand thoroughly the special problems and methods of teachers and administrators. The student will gain little if he merely goes to a special office in which he administers psychological tests to "problem" children who are sent to him by the principal or teacher. Likewise, the practicum student should do more than merely understudy the "special" or visiting teacher. He should spend some time at classroom teaching in different grades and he must be an observer in the classroom and on the playground.

There are relatively few schools in which the maximum use and training of practicum students are possible. The chief problems are the lack of adequately trained and experienced school psychologists who can supervise the student in his work and learning. Opportunities do exist, however, for excellent practicum training in some school systems.

*M. Psychologists in private practice.* There is now a growing number of clinical psychologists who are associated in private practice with physicians

and psychiatrists or who function as private practitioners. The question is raised as to the value of such experience as a clinical practicum. The Committee believes that the probability of adequate supervision by the private practitioner is so small at the present time that it would not consider it desirable to list such work as potentially meeting the standards of a clinical practicum. The profession of medicine, for example, does not approve the practice of medical internship in the offices of private practitioners because of the lack of variety and intensity of experience and supervision.

#### CHECK LIST FOR THE EVALUATION OF A PRACTICUM

The following questions are listed as a means of pointing up the preceding discussion and to give the reader a more realistic orientation to the standards and objectives which the Association recommends for practicum training in clinical psychology. They are neither all-inclusive nor exclusive in nature, nor are all questions equally applicable to all practices. They may be useful to the administrators of practicum agencies in making self-evaluations and as indicators of the kinds of questions which may be asked of them by the graduate departments or by the APA in evaluating them as potential training centers.

##### A. PREREQUISITES

Does the practicum agency accept only those students whose background of training is sufficient to enable them to incorporate and integrate their practicum experience in such a way as to further their own scientific and professional development?

##### B. CONTENT OF PRACTICUM TRAINING

###### 1. Subjects for study and treatment.

- a. Does the student have both direct and indirect contact of a sufficiently intensive nature with the whole variety of patients and clinical problems dealt with by the agency?

###### 2. Knowledge, facilities and skills to be learned.

- a. Does the student understand the purposes and the administrative and functional organization of the agency? Is he well acquainted with the special interests and services of all the professional personnel of the agency?
- b. Are facilities provided by which the student may increase his indirect contacts with patients and his knowledge of the different

kinds of problems handled? Are case histories worked up quickly and adequately? Are case conferences or other means used in which trainees may learn of the theory and practice of the other professions represented in the agency?

- c. Is the student given supervised training in: (1) observation and interviewing; (2) the use of a variety of diagnostic testing procedures; (3) counseling or psychotherapeutic procedures; or (4) in such other special treatment procedures as may be followed by psychologists in the agency?
3. Kinds and quality of supervision.
  - a. Is the student's work planned with him in terms of his needs?
  - b. Is the student kept constructively occupied with practicum work?
  - c. Is the student's work methodically observed, supervised, and criticized in proportion to his needs and to the end that he makes rapid improvement in his efficiency and competence?
  - d. Is supervision by different specialists planned for and provided?
  - e. How many different specialists observe, criticize, or supervise the student's work? How much time do they give to such work with the student? What is the competence and quality of this supervision? Are all major aspects of the student's work supervised? Is supervision by different specialists coordinated or integrated by one supervising psychologist?
4. Allocation of student's time.
  - a. What proportion of the student's time is spent in work with patients? How many patients does he see in a given period of time?
  - b. What proportion of the student's time is spent in reading records, scoring tests and writing reports? Is there provision for increasing his productivity during this time?
  - c. What proportion of his time is spent in consultation and participation in conferences and seminars? Is his work in these activities criticized?
5. Duration of practicum training.
  - a. Is enough time devoted to the particular agency to learn a reasonable amount from it? Is his time there spent in such a way

as to best develop his competence or is it broken up into unrelated segments?

- b. If the work in the particular agency is at the advanced, internship level, does the student spend enough time in it to develop a junior staff level of professional competence?
6. Evaluation of student's work.
  - a. Does the agency integrate the evaluations by different supervisors and communicate them in written form to the student and/or his graduate school?
  - b. Are these evaluations in such form as to be useful in distinguishing between superior, satisfactory, and unsatisfactory work?
  - c. Is there a procedure by which the agency follows up with intensive attention to those aspects of the student's work which need improvement?

#### C. OBJECTIVES AND METHODS OF TEACHING

1. Objectives.
  - a. Are the objectives of the practicum teaching identified and understood by the staff and the practicum student? Are they appropriate to the particular agency? Are they merely nominal, or is a conscious attempt made to realize them?
2. Methods.
  - a. Are controlled and recorded methods of observation and study used in training? Are they used systematically?
  - b. Is the student taught to write meaningful reports which are understood and used by other members of the professional staff?
  - c. Is the student encouraged to participate in case study conferences with other professional personnel?
  - d. Are psychology staff meetings held in which the student participates?
  - e. Is observation of the student's work used as a teaching device?
  - f. Is psychotherapy taught to the student? How much time does the supervising therapist give the student?
  - g. Does the agency provide formal or systematic follow-up procedures in practicum training?
  - h. Is the student given an opportunity for research? Are his research activities supervised by the agency?



## D. ADMINISTRATIVE DETAIL

1. Is there a formal agreement between the agency and the practicum student's school which covers their separate obligations?
2. Is the student given information on his responsibilities in the practicum agency?
3. Are advanced level practicum students appropriately recompensed for their work? By what means? In what amounts?
4. What kind of records does the supervising or chief psychologist keep?
5. What kind of records does the student keep? What use is made of them?
6. How are practicum students selected?
8. How adequate is the agency's scientific library?
9. Are there any ways of measuring the professional quality of the staff? What are they? How does the staff rate on these measures?
10. What impression does the critical visitor get of the intellectual level of agency work and its influence upon students?
11. What impression does the visitor get as to the inculcation of high ethical standards?

The Committee does not wish to imply that the questions listed above adequately cover all points that should be used in the evaluation of practicum agencies but believes that they constitute a useful approach. In addition to more or less objective answers to such questions, the actual evaluation of a practicum agency should make use of the many subjective and less measurable impressions which an experienced visitor would receive.

## E. TYPES AND CHARACTERISTICS OF PRACTICUM AGENCIES

1. What type of agency? How is it supported and under what authority administered?
2. Are there any standards for comparing it on an overall basis with other similar agencies as to quality? If so, how is it rated?
3. What is the patient population or treatment load?
4. How many staff members are there, and what professions are represented by them?
5. Does the agency have any index of the success of its work with patients? What is it?
6. What is the record of staff research?
7. What are the physical and financial provisions which support staff research?

Respectfully submitted,  
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# SURVEY OF DEPARTMENTS GIVING INSTRUCTION IN CLINICAL PSYCHOLOGY

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IN establishing the Committee on Training in Clinical Psychology in March, 1947, the Board of Directors of the APA requested it to formulate an educational program and standards for schools giving training in clinical psychology, and to study and visit institutions giving such training (1). In its recommended training program the Committee has thus far limited itself to doctoral education in clinical psychology and, in its visits, to schools which request the Committee's evaluation.

The Committee decided to limit its original efforts to doctoral teaching because: (a) the body of knowledge and skills in clinical psychology is such that it can not be adequately taught or learned except in integration with other general psychological material which is ordinarily given in doctoral training; (b) in the Committee's opinion, the need for such broadly trained professional workers is greater than that for other psychologists in the clinical field; and, (c) the Committee believes that it should limit itself to a segment of its total assignment, at first, so as to make some substantial achievement in a short space of time.

Since September 1947, the Committee has recommended a doctoral training program (2) which has been approved by the Council of Representatives of the APA, and it has made visits of study and evaluation to some fifty graduate schools (3, 4).

The limitations upon its scope of work, as indicated above, do not, however, mean that the Committee is either unaware of, or in disagreement with, the objectives of training in clinical psychology at less than the doctoral level. Nor did the Committee wish to avoid the task of studying other programs and standards, or of making appropriate recommendations regarding them. The Committee feels that it cannot wisely make recommendations to the APA, or to the schools, unless it and the profession as a whole are familiar with the facts of current training in clinical psychology. It is in the light of such knowledge, that the schools and the

APA can best consider and act upon such recommendations as may be made by the Committee.

Because of the need to know more about the characteristics of clinical training in schools other than those evaluated by the Committee, the writer, as Administrative Officer of the Committee on Training in Clinical Psychology, was authorized to make a survey study of clinical training in all schools. Because certain data collected in the study might be of interest to all psychologists, they are presented herewith in the *American Psychologist* rather than through a report to the Committee, only, or to the Board of Directors.

The method followed was to study the most recent catalogues of the schools of collegiate education in the United States, and then to send a questionnaire to those schools which, according to their catalogues, were giving courses apparently intended to prepare students for some degree of competence in dealing with maladjusted clients. The questionnaire gave a definition of clinical training as including "courses and/or field work designed to give students the knowledge and skills necessary for diagnostic or remedial work; or for guidance, counseling or psychotherapy of persons having problems of adjustment or personality disorders. Courses in intelligence and personality testing are included, though such courses as "Personality Theory" are not included unless associated with, or followed by, field work in which such knowledge is applied. Courses in vocational guidance and educational placement based on the results of group tests are not included."

Since the 1947-48 catalogues were the most recent sources of information on courses in a few schools, it is possible that more schools would have been included if their most recent curricula had been checked. Another source of error was the possible omission of mental testing courses taught in departments of education in a few small colleges. Unless a catalogue listed courses in psychology, it was not further considered.

TABLE 1

*Distribution of questionnaires on clinical psychology<sup>1</sup>*

Highest Level of Instruction in Psychology	AB	MA	PhD	Total
No. of schools to which questionnaire was sent	81	81	68	230
No. of schools which returned questionnaire	38	48	63	149
Per cent of schools which returned questionnaire	47	59	93	65

<sup>1</sup> The schools which did not return the questionnaire probably have slightly fewer students in psychology than those which replied. The only indication of this is that the AB schools which replied had an average of 2.2 APA members per school in the fall of 1949 while those which did not reply had only 2.0 APA members. The MA schools which replied had an average of 7.3 APA members and those which did not reply had an average of 4.7.

Table 1 gives the number and type of schools to which the questionnaire was sent, and the number replying with information.<sup>1</sup>

The principal information sought in the questionnaire had to do with seven different topics.

1. The number of students in training in psychology in these schools, by level, and by clinical and other areas of emphasis.

2. The number of psychology majors, in clinical and other areas of psychology, to be graduated at the AB, MA, and PhD levels in the four years ending in 1952.

3. The size of psychology department staffs, their areas of teaching, and their qualifications as indicated by their academic degrees.

4. The courses of instruction in clinical psychology given in the programs leading to the three different degrees and the courses in related areas which are recommended to support "clinical" majors.

5. The kinds of agencies used in practicum training and the qualifications of the supervising psychologists in those agencies.

6. The present chief needs in the clinical programs, as department heads see them, and the prospects of meeting these needs by 1952.

7. The intentions or expectancies of departments to expand their programs in clinical psychology to include the offering of the next higher academic degree.

<sup>1</sup> Throughout this article schools are designated as to type by indicating the highest degree given for work in psychology.

The findings of the survey are given briefly in the following sections:

#### 1. Number of students training in psychology.

Table 2 gives the estimated number of undergraduate majors in psychology. Since such a small percentage of the MA and AB departments gave information on the number of their majors, 59% and 47%, respectively, the estimates for these departments may not be taken with a high degree of confidence. In preparing the estimates given in Table 2 it was assumed that the departments which did not reply to the questionnaire had the same median number of students reported by those which replied. Since the medians were lower than the means, in all cases, it is thought that the estimates given in Table 2 are conservative.

Table 2 suggests that there were, in June, 1949, 19,860 undergraduate psychology majors in the 230 departments. About 44% are attending schools whose departments give PhD training, and one fourth of the seniors are now taking clinical courses as a major interest in psychology. These majors with a clinical interest are not spread evenly throughout the 230 schools. It is not known how many schools have such undergraduate majors, but on the basis of the returns of the questionnaire, it is estimated that juniors may take courses in clinical psychology in only 25 or 37% of the PhD departments and that the 650 seniors are taking clinical courses in only 29 or 43% of these PhD departments. Of the 81 MA departments, it is estimated that 64, or 79% have 520 juniors, and 75 or 93% have 1,080 seniors. It is noteworthy that about 15% of the undergraduate majors in the PhD schools are emphasizing clinical training while

TABLE 2

*Estimated undergraduate majors by year, area of major interest, and type of department in June, 1949*

Departments	AB	MA	PhD	Total
Juniors in clinical courses	600	520	400	1,520
Juniors in non-clinical courses	1,575	3,520	4,085	9,240
Total junior majors	2,175	4,100	4,485	10,760
Seniors in clinical courses	575	1,080	650	2,305
Seniors in non-clinical courses	1,325	1,920	3,550	6,795
Total senior majors	1,900	3,000	4,200	9,100
Total majors (junior and senior)	4,075	7,100	8,685	19,860

TABLE 3

*Variability among schools in number of undergraduates with major interest in clinical psychology*

Number and Type of Schools Reporting Undergraduate Majors in Clinical Psychology	30 AB	37 MA	55 PhD
Median No. of majors	15	21	6
Q <sub>1</sub>	10	11	0
Q <sub>3</sub>	26	36	35

in the other schools about 29% are showing such an emphasis.

Table 3 indicates the variability among departments and the degree of concentration in a few schools with regard to the number of students who are emphasizing clinical psychology in their undergraduate majors. Since the distribution of the number of clinical majors per department was skewed, the median, Q<sub>1</sub> and Q<sub>3</sub> are given to show variability. It is to be noted that Table 3 is based on information from a small proportion of the schools. This is due, in part, to the fact that many departments, particularly those which give the PhD, do not identify all undergraduate majors by any area of emphasis in psychology.

It is noteworthy that half the students with clinical interests are in 20, or only 21% of the schools

reported in Table 3. In the case of the PhD departments, half of the undergraduate clinical students are in 7, or 25% of the schools. Six, or 16%, of the MA departments reported half the "clinical" undergraduates, with 7, or 24% of the 29 AB departments reporting over half the "clinical" students in these schools.

The number of graduate students enrolled as of June 1949 was reported by 38 MA departments and 61 PhD departments. The MA schools reported 531 graduate students in psychology with averages per department of 7.6 and 6.4 students majoring in clinical and other areas of psychology, respectively. The PhD departments reported 4,320 graduate students with averages per department of 35.5 and 35.3 students in clinical and other areas of psychology, respectively. The median PhD department had 55 graduate students. The estimated total numbers of students in graduate work in the 149 departments are given in Table 4.

2. *Predicted degrees.* Table 5 gives the predicted AB degrees from these 230 schools given to students emphasizing clinical and non-clinical courses, during the years 1949 to 1952 inclusive. The predictions become less and less reliable, with each year, as the proportion of departments giving such predictions in the questionnaire decreased with the later years.

TABLE 4

*Estimated number of graduate students by major interest in 81 MA departments and 68 PhD departments*

Level of Instruction	MA		PhD		Total	
	N	Per Cent	N	Per Cent	N	Per Cent
Major interest in clinical psychology	501	54	2,363	50	2,863	51
Major interest in other areas of psychology	430	46	2,343	50	2,773	49
Total graduate students	931	100	4,705	100	5,636	100

TABLE 5

*Predicted AB degrees in psychology with majors in clinical and other areas, by year and type of department*

No. of Departments....	81 AB		81 MA		68 PhD		230 Total	
Major.....	Clinical	Other	Clinical	Other	Clinical	Other	Clinical	Other
1949	510	1,142	579	1,616	421	3,460	1,510	6,218
1950	527	1,209	713	1,751	455	3,575	1,695	6,535
1951	591	1,387	719	1,756	418	3,422	1,728	6,565
1952	766	1,670	749	1,777	419	3,457	1,934	6,904
Totals by area	2,394	5,408	2,760	6,900	1,713	13,914	6,867	26,222
Total AB degrees	7,802		9,660		15,627		33,089	



TABLE 6

*Predicted MA degrees in psychology with majors in clinical and other areas, by year and type of department*

No. of Departments.	81 MA		68 PhD		149 Total	
Major.....	Clinical	Other	Clinical	Other	Clinical	Other
1949	274	229	329	517	603	746
1950	403	333	438	629	841	962
1951	442	475	452	644	894	1,119
1952	482	479	431	655	913	1,134
Totals by area	1,601	1,516	1,650	2,445	3,251	3,961
Total MA degrees	3,117		4,095		7,212	

Table 5 indicates an increase of 28% in "clinical" bachelor's degrees, in the four year period. There is no increase of such degrees in the PhD schools, and the largest, of 50%, is in the AB schools. There is an increase of only 11% in the graduation of non-clinical majors, with the PhD schools showing no increase, and the AB schools showing a 46% increase.

Table 5 indicates that, as a group, the departments expected to increase their AB graduates by 14% in 1952 over 1949, with the PhD schools expecting no change in that period, and the AB schools predicting a 47% increase.

Table 6 indicates the predicted MA degrees to be given in the next few years by the 149 departments studied. While it may be seen that the doctoral schools expect to increase their graduations with MA degrees in both clinical and other areas of psychology, their acceleration is expected to be at a slower rate than that of the MA schools.

Table 7 gives the predicted number of doctoral degrees to be given by the 68 schools, on the assumption that the nine departments which did not report will give the median number of degrees predicted by those schools which reported. It is the writer's opinion that these estimates will be fulfilled to the extent of not more than 75%. This opinion is based upon findings in visits to most of these schools and the publication, *Doctoral dissertations accepted by American universities* (5), which reports 233 doctoral theses from these schools in 1949.

It is of some interest and significance to compare the figures in Tables 4 and 7. From the Committee's experience and the degree predictions by the schools themselves, it is estimated that about 3,500 of the 4,705 graduate students enrolled in June,

1949 (cf. Table 4) are hoping to earn the PhD degree and that at least 1,800 of the 3,500 are doing their major doctoral work in clinical psychology. If these assumptions are provisionally accepted, it becomes apparent that there will be a significant number of graduate students who will not obtain their degrees according to expectancies shown in Table 7. For example, if the 1,414 clinical doctorates shown in Table 7 were actually granted in the four-year period, and there were no increase in the number of graduate students in clinical psychology, there would be a backlog, or mortality, or both, of about 400 students. If, however, not more than 75% of these predicted 1,414 degrees were to be given, there would be a backlog and/or mortality of about 750 in the present group of graduate students in clinical psychology. If one assumes that 20% of these 750 will voluntarily withdraw from the pursuit of clinical psychology, there still will remain 600 who have identified themselves with clinical psychology as a professional goal. Most of them, it is estimated by the writer, will receive terminal MA degrees, and thus add to the number of MA graduates in clinical psychology predicted in Table 6.

Reliable estimates of the proportion of the MA graduates who will continue in graduate work toward the doctorate in clinical psychology are not available. Thirty-nine of the MA schools, however, reported that 65, or about half, of their 1948 graduates with the MA degree transferred to doctoral schools to continue training in clinical psychology. Thus, probably about half of the total "clinical" MA's granted that year pursued further graduate work.

It is the writer's estimate that at least 1,600 of the 3,251 "clinical" MA's predicted in Table 6 will receive the MA as a terminal degree and not go

TABLE 7

*Predicted PhD degrees, with majors in clinical and other areas of psychology, by year, from 68 departments<sup>1</sup>*

Major Area.....	Clinical	Other	Total
1949	124	161	285
1950	315	273	588
1951	436	363	799
1952	539	424	963
Totals	1,414	1,221	2,635

<sup>1</sup> These predictions are based on estimates reported by 59 departments.

further with graduate training. If the 600 unsuccessful doctoral candidates (see above) are added to these 1,600 there is a total of 2,200 expected terminal degrees, with major training in clinical psychology, to be given in the four-year period. Probably 2,000 of them will seek employment in clinical work. Thus, in the four-year period about twice as many MA graduates as PhD graduates may enter the field of clinical psychology.

3. *Department staffs.* The number of departmental staff members was given by 60 PhD schools, 46 MA schools, and 38 AB schools. The totals and means, by degree and area of work, are given in Table 8. For example, the table shows that 60 PhD departments reported 826 staff members, holding either the PhD or the EdD degree, with an average of about 14 per department. It is shown that the average department has more staff in the non-clinical than the clinical area of teaching.

Table 9 shows the ratio of students to staff in the different types of departments. In spite of large undergraduate departments the PhD schools have fewer students per highly trained staff member than either the MA or the AB schools. The

MA schools, in particular, have large enrollments per staff member.

The publication, *American Universities and Colleges—1948* (6), gives the number of faculty members with doctoral degrees and with MA degrees in each school as a whole. Ratios were computed for the number of school staff members with doctoral degrees to those with masters degrees in the departments included in this survey. Table 10 gives the ranges and medians for these ratios. It is apparent that the MA schools as a whole are not much superior to the AB schools in regard to academic qualifications of their staffs. The doctoral schools possess faculties with a considerably greater proportion of staff with doctoral degrees. One might conclude, from this table, that doctorally educated teachers are not predominant in the academic work of this sample of colleges and universities.

4. *Courses of instruction.*<sup>2</sup> From the catalogue

<sup>2</sup> From the writer's checking of catalogues it appears that courses designed or used for clinical instruction are more frequent than was found by Sanford and Fleishman (7). The difference is probably due to the fact that the catalogues read for the present study were of a more recent year.

TABLE 8  
*Department staffs by type of school, degree, and teaching area<sup>1</sup>*

Staff Degrees	Number of Staff Members by Teaching Areas							
	General Only		Clinical Only		General and Clinical		Total	
	Total	Mean	Total	Mean	Total	Mean	Total	Mean
38 AB Schools								
MA	58	1.5	11	0.3	16	0.4	85	2.2
PhD and EdD	57	1.5	13	0.3	20	0.5	90	2.4
MD					1	0.0	1	0.0
Total	115	3.0	24	0.6	37	1.0	176	4.6
46 MA Schools								
MA	84	1.8	25	0.5	31	0.7	140	3.0
PhD and EdD	139	3.0	57	1.2	58	1.3	254	5.5
MD			5	0.1	3	0.1	8	0.2
Total	223	4.8	87	1.9	92	2.0	402	8.7
60 PhD Schools								
MA	89	1.5	56	0.9	14	0.2	159	2.65
PhD and EdD	482	8.0	273	4.55	71	1.2	826	13.8
MD	14	0.2	60	1.0	2	0.0	76	1.3
Total	585	9.75	389	6.5	87	1.45	1,061	17.7

<sup>1</sup> Part-time teachers are included. No reliable figures can be given for practicum supervisors though the returns indicated that they are much more numerous for the graduate programs.

TABLE 9

*Number of student majors per staff member by type of school and degree of staff member<sup>1</sup>*

	Undergraduate Major		Graduate Students		Total Students <sup>2</sup>	
	Per Staff Member	Per Doctoral Staff Member <sup>3</sup>	Per Staff Member	Per Doctoral Staff Member	Per Staff Member	Per Doctoral Staff Member
PhD Schools						
Range	0-19	0-23	1-11	1-11	3-30	3-42
Mean	6	8	3	4	12	16
Median	6	8	2	4	12	15
MA Schools						
Range	1-57	1-171 <sup>4</sup>	0-11	0-33 <sup>4</sup>	3-37	4-78 <sup>4</sup>
Mean	10	19	2	4	15	26
Median	9	16	1	3	12	22
AB Schools						
Range	2-26	4-67 <sup>5</sup>			2-26	4-67 <sup>5</sup>
Mean	11	23			11	23
Median	10	19			10	19

<sup>1</sup> Data based on reports from 62 PhD departments, 44 MA departments and 36 AB departments.<sup>2</sup> In making calculations for these columns, graduate student numbers were doubled because it is assumed that the average graduate student is given at least twice the staff attention given the undergraduate major. Such an assumption was used to provide a realistic comparison of student-staff ratios between graduate and undergraduate departments.<sup>3</sup> Doctoral staff members had degrees of PhD, EdD, or MD.<sup>4</sup> One department had no staff member with a doctoral degree. Calculations are based on reports from other departments.<sup>5</sup> Six departments had no staff members with a doctoral degree. Calculations are based on reports from other departments.

announcements of courses it is possible to estimate roughly the subject matter covered and the levels at which courses are given. The courses listed have been grouped in ten categories shown in Table 11. In this table, a particular area is checked only once regardless of the number of courses given in that area by departments. For example, one department gives six courses in counseling and guidance, but this area is checked but once to show that the school offers it. Instruction in the use of tests such as the Stanford-Binet and Wechsler-Bellevue is most common. It is noteworthy that Counseling and Guidance, usually with practicum

experience, is given by a third of the MA schools to undergraduates, and by a fifth of the AB schools. Courses in projective techniques, particularly with emphasis on the Rorschach, are quite frequent among the MA schools.

No school claims to be giving its undergraduates professional training by these courses; in fact, most schools recommend graduate work for their students who wish to enter clinical practice, but it seems probable to the writer that a large number of students who have had these courses took them with the intention of making vocational use of the knowledge and training received in them, with or without graduate training. It is probably true, also, that most prospective employers do not distinguish between the different levels of clinical training.

The five areas outside psychology most frequently required or recommended for undergraduate majors in clinical psychology are, in order of frequency: (1) physiology or some biological science, (2) sociology or anthropology, (3) statistics, (4) mathematics, and (5) physics or chemistry.

The five courses in the areas recommended to support master's level training in clinical psychology are, in order: (1) physiology or biological sci-

TABLE 10

*Ratio of institution faculty members with doctoral degrees to those with masters degrees*

	AB	MA	PhD
Number of schools	56	76 <sup>1</sup>	41 <sup>1</sup>
Range	0.1-2.5	0.3-5.0	0.5-3.5
Median	0.6	0.7	1.2

<sup>1</sup> Universities with medical schools are not included because it is impossible to distinguish, in these universities, between the MD and other doctoral degrees.

TABLE 11

*Number of schools giving particular courses in clinical psychology to undergraduate and graduate students*

Departments.....	75 AB	69 MA		67 PhD	
Courses.....	Undergrad.	Undergrad.	Grad.	Undergrad.	Grad.
	Number of departments giving courses indicated				
1. Individual tests (e.g., S-B, W-B)	70	62	65	26	55
2. Group tests	13	20	21	9	48
3. Vocational and educational placement	5	4	4	4	25
4. Projective techniques	4	19	24	7	56
5. Counseling and guidance	15	23	30	4	55
6. Psychotherapy	5	13	19		51
7. Diagnosis and remedial treatment of children's disorders	5	15	17	4	37
8. Preschool behavior study		2	2	3	30
9. Social histories and interviewing		6	6	1	35
10. Special integration and other courses, mostly with practicum, conferences and seminars	15	40	52	8	60

ence, (2) sociology or anthropology, (3) courses in education, (4) remedial speech and reading, and (5) mathematics.

To support doctoral level training in clinical psychology, the five most frequently recommended courses in other departments are: (1) anthropology or sociology, (2) physiology and/or neurology, (3) education, (4) remedial speech and reading, and (5) psychiatry.

5. *Practicum training.* Table 12 shows the number and types of field agencies used by the AB and MA schools and the number of agency supervising

psychologists who have the PhD degree and/or are affiliated with the APA. It is probable that some of the agencies listed by the MA schools are not used by undergraduates, but which agencies, and how many, are not known.

The academic training among the practicum supervisors seems to be somewhat higher for the AB than the MA departments: 39% of the former have the PhD, while only 26% of the latter have that degree. A slightly larger percentage of the MA department field supervisors belong to the APA; 39% for AB and 43% for MA departments.

TABLE 12

*Practicum agencies used in clinical training by 24 AB and 39 MA departments with characteristics of supervising psychologists*

	AB Departments			MA Departments		
	No. Agencies	Supervisors		No. Agencies	Supervisors	
		PhD	APA		PhD	APA
University or department clinics	5	2	2	7	3	4
VA hospitals and clinics	1	0	0	5	2	3
General or special hospitals and clinics	3	3	3	4	1	1
Schools	13	4	4	17	6	11
Community mental hygiene clinics	1	0	0	0	0	0
State hospitals	10	4	4	25	5	10
Mental defective institutions	8	3	2	2	0	1
Courts	3	1	2	5	1	1
Reformatories	1	1	1	7	1	2
Miscellaneous	4	1	1	20	5	7
Total	49	19	19	92	24	40
Mean	2.0	0.8	0.8	2.4	0.6	1.0



TABLE 13

*Practicum agencies used in clinical training by 63 PhD departments and characteristics of supervising psychologists*

	No. Agencies	Supervisors	
		No. with PhD	No. in APA
University or department clinics	76	48	65
VA hospitals and clinics	112	81	96
General or special hospitals and clinics	57	35	45
Schools	22	12	15
Community mental hygiene clinics	21	12	19
State hospitals	39	17	26
Mental defective institutions	11	6	8
Courts	9	4	6
Reformatories	9	3	5
Miscellaneous	37	20	25
Total	393	248	310
Mean	6.2	3.9	4.9

Table 13 shows the number and types of practicum agencies used by 63 PhD departments in their clinical training programs.

As indicated in Tables 12 and 13, the PhD departments have much more adequate practicum facilities than the MA and AB departments, as shown by academic training and/or experience of staff, as well as the number of agencies available.

6. *Present needs in clinical training.* Two of the questions asked each department were: "What are the greatest needs of your department in the area of clinical training at the present time?" and "Do you have good prospects of meeting these needs in the next three years?" Replies were received from 28 AB departments, 38 MA departments and 37 PhD departments. The replies are classified and tabulated in Table 14.

The most frequently expressed needs were for more department staff, better practicum facilities which included supervision therein, and more departmental space. The PhD departments indicated greatest optimism about meeting these specific needs and the AB departments were the most pessimistic.

It is noteworthy that there is an inverse relationship between reported intentions to expand and train more and higher level students and the prospects of meeting the needs of the current training programs.

TABLE 15

*Expectancy of departments to give higher degrees, with clinical major, in 1952*

	Yes	Possibly	Doubtful	No	Total Replies
Will AB department give MA?	4	1	3	30	38
Will MA department give PhD?	3	3	4	36	46

TABLE 14

*Present needs of departments in clinical training and prospects for fulfillment by type of department*  
(Number of departments reporting: 28 AB, 38 MA, 37 PhD)

Needs	Excellent			Fair			None			Unknown or Not Given			Total		
	AB	MA	PhD	AB	MA	PhD	AB	MA	PhD	AB	MA	PhD	AB	MA	PhD
Staff	4	11	11	2	6	5	4	3	1	4	3	3	14	23	20
Practicum	2	7	14		9	8	4	2	1	2		2	8	18	25
Space, equipment, and clinical laboratory facilities	2	6	9	3	5		2		1	2	2	3	9	18	13
General courses	1		1	1		1					1	2	2	1	4
Better therapy training			3									1			4
Department integration and stability			2							1		1	1		3
Higher degree level of program	1	1			1		1						2	2	
More or better graduate students		1	1		1			1						3	1
Miscellaneous <sup>1</sup>	1	1	8	1	2	3					1	3	2	4	14
Totals	11	27	50	7	24	17	11	6	3	9	7	15	38	64	85

<sup>1</sup> Miscellaneous needs included: Better curriculum integration, addition of psychiatrist or social worker to staff, higher staff salaries, better research stimulation and supervision, more scholarships and paid internships, fewer graduate students, clerical help, and accreditation (this by an AB department).

7. *Departmental expansion.* The AB and MA departments were asked if they expected to offer a higher degree, with a major in clinical psychology, in 1952. The replies, tabulated in Table 15, indicate that about 10% of the departments may give higher degrees to clinical majors in, or after, 1952.

#### SUMMARY AND COMMENTS

This article reports a survey made in June of 1949 of 230 departments of psychology in colleges and universities of the United States which are currently offering training in the field of clinical psychology. The principal findings of the study are as follows:

1. There were approximately 20,000 junior and senior undergraduate majors in psychology. A little less than half were in departments which offer the PhD degree and about a fifth were in schools which give only the bachelor's degree. About 2,300 seniors were taking courses which are apparently intended to give the student some degree of competence in dealing with maladjusted clients.

2. It is estimated that there were over 5,600 students in the 149 graduate departments studied. Over half of them were majoring in clinical psychology. This interest was even more marked in the MA departments than in the PhD departments.

3. It is estimated that the number of psychology majors receiving baccalaureate degrees will increase from about 7,700 to about 8,800 between 1949 and 1952. The number of undergraduate students who will take one or more clinical courses is expected to increase 30% in the same period.

4. It is estimated that about 2,300 MA degrees, with majors in clinical psychology, will be given in 1952, as compared with about 1,350 given in 1949.

5. The number of PhD degrees to be given by 68 departments is estimated to increase from about 250 in 1949 to 725 in 1952. The latter figure is about 25% under the total of the predictions made by the departments themselves. The writer believes the more conservative prediction to be more valid because past experience indicates that many degrees are not given at the predicted or expected times. The proportion majoring in clinical psychology is expected to increase from 44% to 56% over that four year period.

6. In proportion to numbers of students, the staff strength and size is best in the doctoral de-

partments and poorest in the MA departments. The total faculties of the doctoral schools are considerably stronger than those of the other schools with respect to the proportion of members who have a doctoral degree.

7. The most widely given clinical courses, at all three levels of education, are in individual testing, in personality testing with projective techniques and in counseling and guidance. Five AB departments and 19 MA departments offer courses in psychotherapy. Undergraduate students are not eligible for courses in psychotherapy in any of the 51 PhD departments which offer them.

8. The typical AB and MA departments use two to three practicum agencies: most frequently public and special schools and state hospitals. The typical PhD department uses over six practicum agencies: most frequently, VA hospitals and clinics, university clinics or their own department clinics, and general or special hospitals and clinics.

9. The most frequently expressed needs in clinical training are for more department staff, for better practicum facilities with good professional supervision, for more space and for more equipment for departmental work. The PhD departments indicated the best prospects of meeting their needs by 1952 while the AB departments, on the whole, were pessimistic.

10. Slightly over half the AB and MA departments answered a question regarding their expectancy of offering higher degrees, with majors in clinical psychology, by or before 1952. Over a tenth of the AB departments intend to expand their work to give the MA degree, and one-fourteenth of the MA departments indicated that they would be offering PhD's to clinical majors in 1952. Several more AB and MA departments reported the possibility of such extension of their programs.

11. Certain comments seem to be called for by the findings of this survey. It appears to the writer that the data given here are of the sort that might be used by several of the committees of the APA: in particular, those dealing with educational standards, professional training below the doctorate, intra-professional relations, and policy and plans for the future development of the Association and its implementation of the professional developments in the area of clinical psychology.

Better communication between committees such as the above and the psychology departments would

seem to be a desirable objective to further the aims of both the Association and the departments.

Many psychologists will wonder whether or not the large numbers of graduates in clinical psychology will not exceed the effective market for their services. The writer does not view this question with any alarm. Rather, he feels that the entry of well trained and competent psychologists into clinical work will result in further increases in the demand for clinical psychologists. No doubt the curve of demand will decelerate but the plateau, if ever reached, is probably many years in the future. The only thing that may tend to decrease the effective demand is the entry of many incompetent psychologists into clinical work, or of those with narrow, technical specialization in their training.

It is probable that serious concern should be felt by leaders in the schools and the profession with the questions of the extent to which current standards and methods of clinical training may prepare psychologists to meet the real needs of the public. Effective demand for services and effective meeting of real needs are two different things. In our society a profession has standing and meets public needs to the extent to which it is based upon a significant body of theory and knowledge. The re-

lationship and priorities as between broad, theoretical learning and technique training have not yet been thoroughly explored; nor have the questions as to the extent of training which is necessary before the psychologist is ready to undertake professional responsibilities.

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# ETHICAL STANDARDS FOR THE DISTRIBUTION OF PSYCHOLOGICAL TESTS AND DIAGNOSTIC AIDS

APA COMMITTEE ON ETHICAL STANDARDS FOR PSYCHOLOGY

*Approved by the Council of Representatives of the American Psychological Association<sup>1</sup>*

*September 6, 1950*

## INTRODUCTION

IT HAS been estimated that, in the year 1944, 20,000,000 Americans took a total of 60,000,000 psychological tests.<sup>2</sup> While many of the men and women examined were in the Armed Forces, many were engaged in or applying for employment in business and industry, and many others were boys and girls in school or college. Testing has indeed become a "big business."

As in the case of any extensive business operation in which the actual and potential profits are great, ethical problems arise and are at times difficult to resolve. By academic standards the stakes are high: the royalties of one well-known vocational test, not one of the ten best sellers, exceeded \$1700 for the year 1948. As in the case of any extensive and developing professional activity in which many people of varying points of view are engaged, ethical standards are not well-defined and ethical behavior is not always clear.

Conscious of many of the problems arising in connection with the distribution of psychological tests and diagnostic aids, a number of test publishers have in recent years attempted to define the issues and to set up standards governing their own practices. They have made considerable progress in this direction. But it has become increasingly clear to many psychologists who are in close contact with schools, businesses, clinics, and other situations in which tests are used, that the problem is not simply

one for *test publishers*; as the subsequent discussion and incidents make clear, the ethical problems associated with test distribution are also problems of *test users*. That is to say, they are the problems of *test developers* and *test instructors*, of *research psychologists*, *practicing psychologists*, and of *academic psychologists*.

This statement presents, first, a *problem area*, then selected *illustrative incidents*, and, finally, the *ethical principles or standards* which appear to emerge from the problem area and the incidents. There are six problem areas, all relating to the sale and distribution of tests and aids. No attempt is made to cover the ethics or standards of test construction, or test application, although the distinctions are at times difficult to make. That the incidents are illustrative of poor practice is the result of the need to locate problems in formulating standards.

## A. THE QUALIFICATIONS OF TEST USERS

### *Problem*

Some test publishers sell to anyone ordering and paying the price of their materials. Others attempt to limit the sale of tests to responsible users. Still others restrict the sale of some of their tests to persons with professional training in the use of tests. This practice has arisen partly because some of the publishers, as qualified psychologists themselves, have been aware of the ethical issues involved, and partly because of the remonstrances of some psychologists who have seen the harm which can be done to individuals, to enterprises, and to psychology as a profession and as a science, by putting psychological instruments in the hands of unqualified users. Even simple tests are often misused by untrained or ill-trained persons. The incidents which follow illustrate some of the abuses which

<sup>1</sup> On September 6, 1950, the Council of Representatives formally approved as official policy of the American Psychological Association these eighteen principles governing ethical standards in the field of psychological testing. The Council also voted that this statement be published in the *American Psychologist* for the guidance of the members of the American Psychological Association.

<sup>2</sup> Wolfe, D. Testing is big business. *Amer. Psychologist*, 1947, 2, 26.



demonstrate the need for professional qualifications in users of psychological tests.

### *Incidents*

1. I was asked to visit one of the high schools in this city (a large city with outstanding schools and a nationally famous guidance program) to help "chart the occupational career" of my 13-year-old son. I talked with the principal and "counselor," a former teacher with no formal qualifications in psychology. They had given the boy an intelligence test and an interest inventory, and said that as he had high clerical and literary *aptitudes* he should enter clerical work or writing.

2. An elementary principal in a suburb obtained the tests used by the high school for placement of incoming students. He drilled his graduates so that they headed the list year after year.

3. A principal, after looking over intelligence test results, said, "Now we will all have to work hard to raise these results by the end of the semester."

4. A high school newspaper carried a page-one headline: "Meet the geniuses of the incoming class" and then listed all pupils of IQ 120 and up with numerical score. Then under a heading: "These are not geniuses, but good enough" were listed all the rest, with IQ's down to the 60's.

5. A new battery of tests for reading readiness was introduced in a school. Instead of the customary two or three, 12 beginners were this year described by the test as not ready for reading. They were placed in a special group and given no reading instruction. The principal insisted that if the parents or any one else tried to teach them to read "Their little minds would crack under the strain." In at least two cases parents did teach them to read with normal progress in the first semester, and later mental tests showed IQ's above 120.

6. A personnel man employed by a medium-sized steel company called for advice on a teaching problem. He had given a battery of well-known tests to candidates, had scored them, and wanted to be told over the telephone what he should use as a passing score. He had made no validating studies and had no idea that they should be made.

7. An executive was greatly perturbed about a series of personality tests appearing weekly in a magazine with the name of a lecturer in psychology in a university attached to the test. The office manager cut out the tests from week to week and

administered the tests to his office staff and then gave back interpretations. This procedure caused unrest in the office and the executive told his office manager that no more tests were to be given in his organization. The office manager claimed the tests were very good as they were published by a member of the psychology staff of a nearby university.

8. A management consulting firm sells a testing service to companies interested in screening salesmen. The test booklets are sent to the candidate to do at home (included is an intelligence test) without even knowing what kind of salesmen are desired, without much job information; an elaborate interpretation is sent to the sales manager. Applicants tend to be in the 90-100th percentiles on the intelligence test (for obvious reasons), and generally show high persuasive interest and desirable personality traits. Unfortunate indeed is the honest applicant, for the interpreters make much of a 60th or 70th percentile on some interest, personality or ability factor when such a rare score occurs.

9. In this city a number of commercial testing agencies have been set up within the last year. Most of them do not have a competent psychologist on their staff, yet they are able to secure certain restricted tests from members of our Association by "bootleg" methods. In at least two instances definite injuries have been done to individuals who have taken certain personality inventories from these organizations and have been given far-fetched interpretations.

10. A guidance center chief resigned and started private practice. Untrained in psychology, he got a good deal of local publicity as a psychologist and put political pressure on a local APA member employed by the city to recommend him to a test distributor. The APA member wrote a qualified letter and tests were sold to the pseudopsychologist.

11. Patients in a large mental hospital are tested by clinical psychologists and interns in clinical psychology and counseled concerning vocational rehabilitation. As their orientation is entirely clinical and few of them know much about occupations, the interpretations made of vocational data are often meaningless or even harmful.

12. Several people who have a Master's degree in education have used aptitude and achievement tests in the classroom and have then installed testing programs in business and industrial firms. Some of these individuals make large claims for the efficiency of the tests which they employ, such

statements being made without benefit of even the validation obtained by testing present employees. In cases where some present employees are tested, no follow-up is made to improve the testing program upon data obtained from applicants. Industrial firms notice that the efficiency of such testing programs is poor and feel that all aptitude testing would be of the same level.

**Principle I.** Tests and diagnostic aids should be released only to persons who can demonstrate that they have the knowledge and skill necessary for their effective use and interpretation. Tests can be classified in the following categories, and should be released as follows:

**Level A.** Tests or aids which can be adequately administered, scored, and interpreted with the aid of the manual and a general orientation to the kind of organization in which one is working. Examples: educational achievement, trade, and vocational proficiency tests.

Such tests and aids are appropriate for use and interpretation by responsible, educated, non-psychologists such as school principals and business executives.

**Level B.** Tests or aids which require some technical knowledge of test construction and use, and of supporting psychological and educational subjects such as statistics, individual differences, the psychology of adjustment, personnel psychology, and guidance. Examples: general intelligence and special aptitude tests, interest and personality screening inventories.

Such tests and aids are appropriate for use by persons who:

1. Can show that they have had such training;
2. Are employed and authorized to use them in their employment by an established school, government agency, or business enterprise;
3. Are enrolled in a course for the study of such instruments;
4. And, in instances 1, 2, and 3 above, are members of or are vouched for by a member of the American Psychological Association or of an officially cooperating professional association with related interests and comparable standards.

**Level C.** Tests and aids which require substantial understanding of testing and supporting psychological subjects, together with supervised experience in the use of these devices. Examples: clinical

tests of intelligence, personality tests, and projective methods.

Such tests and aids are appropriate for use only by:

1. Members of the American Psychological Association who are Diplomates of the American Board of Examiners in Professional Psychology or Fellows in appropriate Divisions;

2. Members of the American Psychological Association or persons with at least a Master's degree in psychology, who have had at least one year of supervised experience under a psychologist who is a Diplomate or Fellow in an appropriate Division, or, in the case of persons who received the MA prior to 1950, who have had supervised practice under a person with training equivalent to that required for Fellowship in an appropriate Division of APA;

3. Members of the American Psychological Association who do not qualify under 1 or 2 above, but who are using tests for research or self-training purposes, *with suitable precautions*;

4. Graduate students who are enrolled in courses requiring the use of such devices, under the supervision of a psychologist with the qualifications described in 1 or 2, above;

5. Members of kindred professional associations who can show that they have had adequate training in clinical testing, including both theory and supervised practice in administration, scoring, and interpretation, comparable to that stipulated above for psychologists;

6. Teachers, graduate students, or other professional persons in psychology and related fields, who have had training and supervised experience in administering and scoring the test in question, and who administer the test to assist in the clinical or research work of a person qualified to interpret the test results as specified in 1, 2, or 5 above.

**Principle II.** Persons purchasing tests, assuming responsibility for testing programs, or distributing tests, should be governed by recognition of the fact that being qualified in one specialty does not necessarily result in being qualified in another specialty.

1. Being a trained psychologist does not automatically make one a qualified user of all types of psychological tests;

2. Being qualified as a user of tests in a specialty such as personnel selection, remedial reading, vocational and educational counseling, or psychodiag-

nosis, does not necessarily result in being qualified in any other specialty involving the use of tests;

3. Being a psychiatrist, social worker, teacher, or school administrator, does not ipso facto make one a qualified user of projective techniques, intelligence tests, standardized achievement tests or other tests or aids often used by members of these professions;

4. A trained psychologist's use of tests outside of his field of special competence should be solely for research or self-training purposes, *with suitable precautions*.

**Principle III.** Ignorance on the part of a non-psychologically trained test user may be no breach of ethics on the user's part, but the release of a test to an ignorant user is a breach of ethics on the part of the test author, distributor, or other intermediary.

#### B. THE ROLE OF A PSYCHOLOGIST SPONSORING TEST ACTIVITIES

##### *Problem*

The prestige accruing to professional psychology as a result of applications in World War II has created an unprecedented demand for psychological services, including testing for counseling and for personnel selection. This situation has made it easy for many persons who were poorly qualified in applied psychology, or even completely lacking in psychological training, to obtain positions or contracts involving the provision of testing services. As the more sophisticated and responsible test publishers have attempted to restrict sales to qualified or at least responsible users, increasing pressure has been brought to bear on trained psychologists to give their sponsorship to the testing activities of untrained individuals. In some instances the pressure has been economic, involving pay and positions.

##### *Incidents*

13. A large institute selects personnel for commercial and industrial concerns by means of psychological tests. Some of the psychologists connected with this institute are reputable and even outstanding. Procedures include self-administration of a battery of tests at home by the client; return of these tests by mail, and scoring by clerical workers; and automatic interpretation by relatively untrained workers, utilizing charts and tables. It

is common practice for friends and family to cooperate with the client in filling in responses.

14. In my company we occasionally train one or two persons in an industrial organization to use a few simple and standardized tests. I believe they are trained adequately for that task. But in the course of a few years, those trained persons leave that job and pass on the duties (and perhaps some of the training) to their successors. The successors are often not adequately trained. The companies doing this continue to purchase tests but refuse to purchase any further training by the consultant.

15. In one large company a group of personnel workers was studying testing at a nearby university. They administered tests that they were studying to employees and counseled them, sometimes even going over the scoring with them. In doing so they not only failed to make use of local validation data available in another section of the same department, but interfered with validation studies and the promotional use of these tests by that section.

16. A student in a testing course had served as subject for a fellow student and was disturbed by the results of testing. The instructor made no provision for reaching or helping such students.

17. A psychological testing firm with no psychologically trained employees lists on its letterhead a PhD in psychology living in another city. He is called in occasionally for consultation, but the actual test interpretation is done by the former salesman who operates the service. He seems to have no trouble getting tests.

**Principle IV.** Psychologists assuming responsibility for testing programs or activities (including testing, supervising or sponsoring testing, and teaching courses in testing) obligate themselves to participate actively in the programs, either by actually carrying out the work or by planning, supervising, and checking it. It is unethical for a psychologist to let his name be used in connection with a testing program with which he does not have continuous, first-hand, and effective responsibility.

**Principle V.** Test materials should be retained by students only if they are graduate students in fields in which tests are professional equipment, and if they have the professional maturity which suggests that they will use tests properly and protect them from abuse by others.

**Principle VI.** Instructors of courses which require the taking or the administration of tests by

students for didactic purposes should protect the examinees by ensuring that the tests and test results are used in a professional manner, and should also provide facilities for the counseling of those who are tested if they are emotionally disturbed as a result of this testing.

**Principle VII.** Test scores, like test materials, should be released only to persons who are qualified to interpret them and not indiscriminately or for self-evaluation. "Self-appraisal" units in school or college courses should be closely supervised by qualified psychologists or counselors, with adequate provisions for the referral and counseling of individuals when needed.

#### C. ROLE AND QUALIFICATIONS OF TEST PUBLISHERS' REPRESENTATIVES

##### *Problem*

Psychologists and other persons trained in psychological testing who are close to guidance work in public schools and to personnel work in industry are frequently critical of the methods used by publishers' representatives in selling tests to school and industrial officials. Representatives who are virtually untrained in testing and in supporting subjects are asked by untrained school administrators and business executives (and minimally trained counselors and personnel workers), to assume the role of test specialist and to advise them concerning the selection, use, and interpretation of tests and other diagnostic aids. As the following incidents show, this practice has frequently resulted in the misuse of tests and in the overselling of testing.

##### *Incidents*

18. A representative of one of the largest test distributors has no training in testing but recommends batteries for school and college use in a mechanistic way. He sells inappropriate tests, and too many tests, in too many places.

19. A test publisher's representative stated that all of his company's tests had high reliability and validity.

20. A test salesman stated that it is not necessary to have counselors interpret his company's tests in schools, as pupils could do so alone with the aid of profile sheets.

21. A test salesman, asked by a school superintendent (who admitted he knew little about guidance) to draw up a guidance program for his

school, thereupon gave him a "complete guidance program" by checking items in his catalogue.

**Principle VIII.** Psychological tests should be ordered for use or advertised on the basis of facts concerning the test's standardization and validation, as presented in the test manuals and in the professional literature, rather than on the basis of the test's title, author, publisher, or other such evidences of authority.

**Principle IX.** Representatives of publishers of psychological tests who are not themselves highly trained in psychological or educational measurement should serve only as distributors of materials and takers of orders, not as consultants on testing problems.

**Principle X.** Highly qualified psychologists may properly accept employment with test distributors to assist either publishers or clients with testing problems and programs. These consultants should, by training, inclination, and contract, work as measurement specialists. Their affiliation and sales function should be kept perfectly clear, and they should recognize and respond to the needs of their clients.

#### D. CHOICE OF DISTRIBUTOR FOR A NEW TEST

##### *Problem*

The difficulties connected with getting a psychological test published not infrequently result in the making of arrangements for publication of a test by an organization which lacks orientation to the technical problems of test construction and use, and which does not have the type of sales organization which can most ethically market tests. While the intentions of all concerned may be of the best, the results, as the following incidents show, are sometimes detrimental to the public interest, to the psychological profession, and to the reputation of the psychologist who developed the test.

##### *Incidents*

22. A publisher of other types of supplies announced publication of a personality inventory, making it available to any would-be-purchaser. The manual is excellent, although non-technically written, and the questionnaire well constructed. But anyone may buy it and interpret it.

23. A salesman representing a marketer of non-psychological equipment attempted to rent or sell a battery of apparatus tests of his company's manu-



facture to an industrial personnel man, with no technical information about the tests and only the inventor's name and institution as evidence of their validity.

**Principle XI.** Tests should be offered for publication only to publishers who are familiar with testing procedures and problems, who represent and present their tests in a professional way (e.g., publish adequate manuals and keep them up-to-date) and who limit the sale of tests to qualified users, or to publishers who are willing to set up adequate standards and secure professional help in venturing into test publication.

#### E. READINESS OF A TEST FOR RELEASE

##### *Problem*

Psychologists who develop tests have a praiseworthy interest in publication, not only because of the tests' possible value to others, but also because of the more rapid accumulation of normative and validity data. But early publication is not infrequently motivated by the desire for the recognition, the prestige, and the income which result from the publication of tests even when inadequately standardized. The following incidents illustrate some of the more obvious abuses; others, which are more nearly normal, can easily be found in the critiques of *Buros' Mental Measurements Yearbooks*.

##### *Incidents*

24. A non-professional person approached an industrial psychologist with extreme claim for a "temperament" test of his own devising. He claimed approval for it by university faculty members and local business men and manufacturers; he produced unorthodox "validation" statistics. Retest reliability turned out to be about zero.

25. An industrial psychologist recommends a battery of tests of doubtful reliability and validity designed by himself but sold by a "dummy firm" (address of an uncle in another city).

26. A very important test battery has been developed, standardized on adults. This battery is offered to counselors in *high schools* on a reasonable cost basis and its use is being advocated. There is no publicly available information as to the methods of item analysis, computations of reliability, intercorrelations of tests, methods of sampling for securing norms, and empirical validity. Validity is claimed on the grounds that profiles for

various occupational groups have been defined, but these have not been publicly described with any exactness.

**Principle XII.** Tests should be made available for distribution to practitioners for routine use only when adequate reliability and validity data are available and can be published in detailed form. The marketing of a psychological test carries with it the responsibility for publishing standard technical data in clear and complete detail.

**Principle XIII.** The publication of some tests which have not been adequately validated is warranted if the following conditions are met:

1. The manual is clearly and conspicuously marked "experimental use only"; the test materials (e.g. booklets) are labelled so that the experimental nature of the form can be ascertained by professionally trained persons, and the publisher controls the sale accordingly;

2. The test is so distinctive and presumably so unique that its standardization and validation should be expedited by encouraging its use in research;

3. The author and publisher assume and live up to the responsibility for conducting further research and for collecting, analyzing, and reporting the results of research;

4. The author and publisher assume responsibility for removing the test from the market if and when it becomes clear that it is in fact unsuitable for routine use.

#### F. THE DESCRIPTION OF TESTS IN MANUALS AND PUBLICATIONS

##### *Problem*

Psychologists publishing tests often have an understandable desire not only to release their tests as early as possible, but also to have them appear in the best possible light, both to professional and non-psychologically trained users. The available data are therefore sometimes so selected as to depict the test in the most favorable possible terms, or the lack of data may be glossed over and disguised by playing up *internal* evidence of validity, such as the method used in selecting items for the test. Related to this type of misrepresentation is the over-simplification of data concerning reliability and validity, in an effort to make the test appeal to unsophisticated users and to broaden its possible applications. Incidents of these types are

among the most numerous reported by members of the APA.

### *Incidents*

27. A book on a projective test depicts it as entirely new and validated for screening: it is actually a revision, and the conclusions concerning validation have since been uniformly contradicted by a number of careful studies by other investigators.

28. The manual for one widely used test reports validity coefficients against "ratings on vocational courses *as high as .84*" (Italics added) without describing the groups tested or citing any of the other, implicitly lower, correlations found.

29. Several tests give false assurance to users by over-simplifying their purpose and validity in the tests' names or in the manuals. They even offer a specific guide to occupational interpretation, based largely on hunches.

30. A book on administrative ability gives the impression that the author's test of "administrative ability" is well validated. Investigation showed that the author actually had no data which could be examined either in raw or in analyzed form, the ostensible reason being their confidential nature.

**Principle XIV.** Test manuals should summarize the method of constructing and standardizing the test, together with the procedures, criteria, and findings of all validation studies. When the last named are too numerous, a truly representative sample of the studies should be summarized in meaningful detail.

**Principle XV.** Authors and publishers have a responsibility for revising test manuals in order to provide norms which are up-to-date and in order to make available the findings of research published subsequently to the manual. The frequency of such revisions will vary with the type of test, the rate of obsolescence of test content, and the amount of research in the significance of the traits or aptitudes measured.

**Principle XVI.** The applicability of a test should be clearly defined in the manual in terms of

the populations on which it has been standardized. Limitations to its use should be clearly stated. Manuals should be considered factual expositions of what is known about a test and of its appropriate use, rather than as selling devices. Test names should reflect the professional nature of the test rather than popular appeal.

**Principle XVII.** The principles which govern the description of tests in manuals (XIV-XVI) also govern the description of tests in handbooks and encyclopedias. Test advertisements should also be factual and descriptive rather than emotional and persuasive.

**Principle XVIII.** The publication of actual tests or parts of tests in popular magazines and books, whether for self-scoring and self-evaluation, or for purely descriptive purposes, is an abuse of professional materials and may be detrimental to public interest and to private welfare. Professional textbooks and popular articles may ethically reproduce sample items made up to resemble those of tests being discussed, but scorable tests and actual test items should not be reproduced except in research publications and manuals.

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# PUBLIC RELATIONS ACTIVITIES OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION

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**D**URING the spring of 1949 the Committee on Public Relations of the American Psychological Association conducted two surveys for the purpose of analyzing the current activities of the APA of a public relations nature.<sup>1</sup> The first survey was a study of what the officers and committees of the divisions and affiliated societies of the APA are now doing which affect public relations, even if these organizations lack formal programs. The second survey was a written questionnaire mailed to a random sample of the membership to find out about their participation in activities which influence specific publics. In our surveys we assumed two things: (1) that in as large and differentiated a structure as the APA, the activities of the many special groups and organizations at a local and specialized level are of considerable significance; (2) that there is no sharp line separating professional inter-relations from public relations and that APA members are constantly affecting the opinions of others through such routine activities as giving papers before other professional societies, before educational and social service groups, through the publication of papers in non-psychological journals, and through cooperating in conferences with other scientific and applied groups.

## SURVEY OF DIVISIONS AND AFFILIATED ORGANIZATIONS OF THE APA

The officers of 16 of the 25 geographical affiliates cooperated by writing in detail about the activities

<sup>1</sup> This analysis was the result of the directive given the committee by the Council of Representatives. A report was presented to the Council in the fall of 1949 of which this article is a summary. The writer wishes to express his obligation to Selma Engel and Jerome N. Engel for their careful tabulation of the survey returns and their helpful suggestions in the treatment of the survey data. In September, 1949 the Council of Representatives voted to publish this analysis as a separate article.

of their organizations. We also had returns from 12 of the 18 divisions of the APA.

*Interpretive summary of findings.* 1. Though divisions and geographical affiliates lack a formal program of public relations, they seem to be increasingly involved in activities which affect the professional and informed publics. They are affected by the interdisciplinary trend of the times and are making contacts with the related sciences both at the biological and social borders of their science. They are, in addition, participating more and more in the many applied and social-service aspects of their field. The majority of the geographical affiliates reporting state that their annual meetings include joint sessions with other professional or applied groups.

2. In addition to their common meetings with other professional and applied groups, some of the state organizations are becoming involved in publicity relating to the passage of bills before state legislatures for the certification and licensing of psychologists. In general, however, their attempts and their plans to reach the general public are minimal and their important contribution has been their formal and informal contacts with other scientific and applied organizations.

3. Even in this field of joint sessions with non-psychological organizations, inter-disciplinary conferences, projects and committees, their activities have not been systematic or thorough. They generally seem to come about through the accident of some local pressure or some energetic personality.

4. The letters from the officers of the divisions and affiliates indicate an awareness of problems of public relations both toward special publics and toward the public in general. The dominant reactions are that their own local organizations should be doing more in this field, that the APA should give central direction and coordination, and that the local groups could help implement APA programs very effectively.

## MEMBERSHIP SURVEY

The major purpose of the membership survey was to discover the extent to which the professional activities of members brought them into contact with outside groups and with the public. The assumption here was that the knowledge and attitudes which people have toward psychology and psychologists is not only a matter of press publicity but is also based upon actual contact with psychologists in their professional roles.

Accordingly, a written questionnaire was mailed to a random sample of the membership obtained by taking every third fellow and every sixth associate in the 1948 APA directory. One follow-up letter and questionnaire were mailed to the non-respondents to the first wave. In all, 59 per cent of the sample returned their questionnaire forms, 41 per cent on the first wave and 18 per cent on the second. This degree of return is unusually high for mail questionnaires and reflects both a high degree of identification of members with their Association and a high degree of interest in the problem of public relations.

A mail questionnaire has the obvious selective bias of interest in its subject matter. In general, it would seem probable that the respondents have been more active in their contacts with other groups and have more concern over the problem of public relations than the non-respondents. Some measure of selective bias is furnished by comparing the percentage of returns from the various divisions, since we would expect a higher return from divisions in closer contact with the public such as the Division of Clinical and SPSSI than divisions centered about laboratory psychology.

As a matter of fact, there is no evidence of bias according to differentiated returns by divisions. The highest rate of return came from the Division of School Psychologists, from the Division of Physiological and Comparative, and from the Military Division. The Clinical Division, the Division of Consulting Psychology, the Industrial Division and the two Social Divisions show no better rate of return than do the Divisions of Theoretical-Experimental and General Psychology.

The selective bias based upon concern with problems of public relations does not follow the line we would expect in terms of divisional membership. It may be true that the main bias may not be one of concern about public relations but may be related to

such factors as resistance to questionnaires in general and the amount of activity of the individual psychologist. There is some evidence that the more active people are the people who respond in greater numbers. The response from older members was much heavier than the response from younger members and the degree of activity reported suggests that people more occupied with the routine matter of teaching did not answer as often as people writing articles, making speeches, and taking part in committee activity.

In spite of possible selective bias, the returns are of interest in that we are not trying to give any precise estimates of the amount of activity carried on by the membership in their public relations contacts. Even if we used the total original sample as a basis for computing percentages on the assumption that all of the non-respondents were inactive there is still an impressive amount of professional and public activity on the part of the APA members.

## PAPERS READ BEFORE OUTSIDE PROFESSIONAL GROUPS

Psychologists are definitely not confining their professional reporting to their colleagues, as Table 1 indicates. Half of the group answering the questionnaire state that they have given papers or made speeches before professional groups other than the APA or its affiliates during the past year. Even though this may be an inflated figure due to the selective bias in the return, it still shows a very high incidence of interdisciplinary activity.

To some extent the participation in other professional organizations reflects the fact that many APA members also have membership in the related applied fields and many of their primary activities are in these related callings. But in other instances the professional contact means a genuine interdis-

TABLE 1  
*Number of times psychologists give papers  
to outside professional groups*

<i>Number of Papers Given</i>	<i>Per Cent of Psychologists</i>
0	51
1	21
2	15
3 or more	13
<hr/>	
Total number of psychologists =	586
Total number of papers given by sample is	704



TABLE 2  
*Type of audience psychologists have*

<i>Type of Group Addressed</i>	<i>Per Cent of Papers Delivered</i>
Professional Educational	26
Medical and Health	19
Social Science	18
Natural Science	14
Honorary Professional	4
Armed Forces	1
Professional Trade Associations	1
Special Symposia, Dedications	6
Not Ascertainable	11
	100
Number of Papers	704

disciplinary type of activity. Table 2, to be specific, classifies the papers presented according to type of organization before which they were delivered. The modal type of group is the professional educational organization. Twenty-six per cent of all papers were given before educational societies. Medical and health groups were second (19 per cent); social science groups, pure and applied were third (18 per cent) and natural science societies fourth (14 per cent).

#### ARTICLES CONTRIBUTED TO OTHER THAN PSYCHOLOGICAL JOURNALS

About 28 per cent of the sample have contributed articles to professional journals in fields other than psychology during the past two years, and 14 per cent have contributed more than two articles (Table 3). This is undoubtedly a higher figure than would be true for the APA as a whole, prolific as psychologists are. A true figure lies somewhere between the 28 per cent of our returns and the 17 per cent estimate we would make, if all our non-respondents were completely inactive. This means that even without a formal public relations program, psychologists are unusually active as individuals in their communication with the professional world.

TABLE 3  
*Contributions of articles to other than psychological journals in the last two years*

<i>Type of Contribution</i>	<i>Per Cent</i>
Yes, to professional journals	28 <sup>1</sup>
Yes, to popular magazines and newspapers	12
No	66

N = 586

<sup>1</sup> Total adds to more than 100 per cent because some people contributed to both professional and popular publications.

Fewer psychologists, however, report contributing articles to popular magazines or newspapers during the past two years. Some 12 per cent report so doing and only 5 per cent have contributed more than one such article during the past two years. And when newspapers are omitted, the number of articles in widely read magazines written by psychologists is very slight. Only four articles were reported from the news weeklies.

#### TALKS TO NON-PROFESSIONAL GROUPS

It is interesting that even more members report making talks before popular audiences than report delivering papers before professional societies. Slightly over half of the responses mention making public appearances before civic, business, and other popular audiences. In fact, 17 per cent state they have made six or more talks during the past year.

TABLE 4

"Within the past twelve months how many public appearances have you made as a psychologist or as a representative of psychological societies or institutions before non-professional groups?" (Include such activities as radio, talks, panel discussions, before civic groups, etc.)

	<i>Per Cent</i>
None	46
One	15
Two	11
Three to Five	11
Six and More	17
	100

N = 586

The relatively large number of people giving six or more talks is probably due to the participation of psychologists in adult education projects. Nevertheless, the largest single category of popular talks is that to civic groups. Next in frequency are adult

TABLE 5

<i>Type of Popular Audience</i>	<i>Per Cent<sup>2</sup></i>
Civic Groups	29
Adult Education Groups	21
Social Clubs	13
Radio Audiences	11
Business Groups	11
Political Organizations	1
Other	2
Gave No Talks	46

N = 586

<sup>2</sup> Percentage totals more than 100 because respondents addressed more than one type of group.

education groups. It is worth noting that eleven per cent of the psychologists returning questionnaires have appeared before a radio audience during the past two years.

The three topics which head the list as the subject matter for talks to non-professional audiences are guidance and counseling, problems of adjustment, and child training. Next in frequency were race relations, social problems, and psychology in general.

TABLE 6

<i>Content of Popular Talks</i>	<i>Per Cent<sup>1</sup></i>
Guidance and Counseling	16
Problems of Personal Adjustment	15
Child Training	14
Race Relations and Social Problems	9
Psychology in General	7
Industrial Relations	5
Problems of Abnormal People	4
Other	3
Not Ascertainable	15
Gave No Talks	46

N = 586

<sup>1</sup> Percentages total more than 100 because some respondents reported talks on more than one subject.

There are no figures on which to base a discussion of trends but impressionistic judgment suggests that psychologists are doing a great deal more in reaching local groups in their community and in popularizing their field than ever before. Some four or five years ago the psychologists present at one of the sessions of the Eastern Psychological Association were asked if they had ever written for a non-technical journal or appeared before any public audience other than one made up of psychologists. There was only a small handful who responded affirmatively.

#### PARTICIPATION IN INTERDISCIPLINARY ACTIVITIES

There is a wide degree of participation by psychologists in interdisciplinary activities—in working on joint research projects with other scientists, in joint committees, and joint conferences. About two out of three of the sample state that they have taken part in some type of interdisciplinary activity and, in the majority of cases, this goes beyond committee activities within their own universities. For example, one respondent is a member of a group of social scientists in his own community concerned with research and action programs on inter-racial problems; another takes part in a medical advisory group on problems of cerebral palsy; a third works

in an occupational planning center with educators, personnel experts, and lay leaders to coordinate local guidance training and placement functions; a fourth is a member of two commissions sending reports to the International Congress on Mental Health.

TABLE 7

"Do you participate in inter-disciplinary group activities such as committees or projects involving professional people from other disciplines than psychology?" (Include the intra-university groups as well as outside activities.)

	<i>Per Cent<sup>1</sup></i>
Yes, within university	31
Yes, outside university	44
Yes, not ascertainable	2
No	34

N = 586

<sup>1</sup> Percentages total more than 100 because some respondents reported activities both within and outside the university.

#### REPORTS ON NATURE OF PUBLICITY IN LOCAL COMMUNITY

More instances of favorable publicity for psychology in the local community are recalled than instances of unfavorable publicity, 50 per cent to 37 per cent.

TABLE 8

"Do you recall any favorable or unfavorable publicity for psychology in your community during the past year?"<sup>1</sup>

	<i>Per cent</i>
Favorable	50
Unfavorable	37
Neutral	13
	100

N = 374 instances reported \*

<sup>1</sup> Forty-four per cent of the total sample could not recall any cases of favorable or unfavorable publicity and ten per cent did not answer the question.

The most frequent comment about unfavorable publicity concerned an undeserved bad press where the activities of psychologists were distorted or misinterpreted. The second category of comments had to do with the activities of quacks and charlatans. Psychologists interpreted as bad publicity news stories in which there was any possibility of psychologists being confused or identified with mind readers, astrologers, and so forth. Very few people reported actual cases of attacks upon psychologists based upon articles and talks by doctors, psychiatrists, or other professional people. It is of interest that a few people reported unfavorable publicity

based upon the personal actions of psychologists. The point here is that psychologists, like ministers and socialists, are supposed to lead exemplary lives; when a psychologist gets a divorce or commits suicide, it is sometimes presented by the press as an indictment of the profession.

TABLE 9

<i>Types of Unfavorable Publicity</i>	<i>Per Cent</i>
Undeserved bad press; distortion of activities of psychologists	32
Activities of quacks; charlatans; fakes	15
Psychologists personal problems	11
Articles and talks in opposition to psychologists by doctors, psychiatrists, other professional people	10
Psychologists professionally in error	8
Activities of people of doubtful psychological competence	6
Polls	6
Other	5
Not ascertainable	7
	100

N = 142 cases of unfavorable publicity

The description of instances of favorable publicity again indicate the importance which daily professional activities have for good public relations. The most frequently mentioned source of favorable publicity is the activity of the psychology department of a university either through its research projects, its courses, or community program. The second source mentioned again relates to daily professional activities; namely the projects of non-academic institutions such as the armed forces psychological program, or community psychological services. Talks and lectures by psychologists for popular audiences are next in frequency of reference.

TABLE 10

<i>Sources of Favorable Publicity</i>	<i>Per Cent</i>
Activities, projects, program of a department of psychology of a university	18
Activities and psychological program of non-academic institution	15
Talks and lectures by psychologists for popular consumption	13
Popular articles on psychology by non-psychologists	9
Meetings and conventions of psychologists	6
Community recognition of need for psychologists' services	5
Other	22
NA	12
	100

N = 187 instances of favorable publicity

## EVALUATION OF THE PUBLIC TO BE REACHED

A major problem in public relations is the identification of the public one wants to inform and influence. Though it may be desirable to reach all groups in the population, the limitations of time and energy make necessary an evaluation of the importance of various audiences for a given program. Moreover, considering the specific nature of the audience makes possible more effective communication. APA members do not set great store about reaching the general public in preference to other audiences. Twenty per cent ranked it as the most important public from the standpoint of the particular professional psychological activities in which they themselves were engaged.

Twenty-six per cent regard specific professional publics as most important and another 11 per cent mention the professional world in general. This evaluation of the publics to be reached corresponds to some degree with the activities of members, since they give more time to professional colleagues than to the general public. It is significant, nonetheless, that a sizeable minority of psychologists regard the general public as the most important target for a public relations program.

TABLE 11

<i>Ranking of Most Important Public</i>	<i>Per Cent</i>	<i>Per Cent</i>
General Public		20
Informed Public		19
Professional Groups Generally		11
Specific Professional Groups		26
Doctors	8	
Educators	7	
Psychiatrists	4	
Social Workers	2	
Other	5	
Legislators		5
Government Administrators		5
Business Groups		7
Others		1
Not Ascertainable		6

N = 586

100

Among those who specified the nature of the professional public to be reached, the most frequent response was the medical and psychiatric group (12 per cent). Educators were the only other group to be specified within this framework of professional publics with any degree of frequency.

Second choices in the rank ordering of important publics follow the same general pattern as first

choices with these exceptions: (1) the general public is less heavily checked; (2) the general professional public receives more votes; and (3) more than twice as many people make legislators their second choice as made it their first. Moreover, legislators are the only group to pick up additional support as a third choice.

#### SUGGESTIONS OF MEMBERS ABOUT THE OBJECTIVES OF APA PUBLIC RELATIONS

At the end of the questionnaire members were invited to make suggestions about an APA public relations program and 61 per cent availed themselves of the opportunity. These suggestions were coded according to the objectives and according to the means for their achievement. About 56 per cent made suggestions about objectives. In Table 12 the most frequent specific suggestions center about the protection of psychology as a profession. Certification and standards are a concern of many members. Another group emphasizes the importance of acquainting people with the various roles psychologists play. Still others talk about the significance of publicizing the specific accomplishments of psychology. Very few mentioned the citizen interest of contributing to social and community problems. This may have been due to the context of the question which specifically made reference to public relations to promote psychology in general and the interests of the APA as a professional organization.

TABLE 12

#### *Suggestion on objectives of public relations program*

	<i>Per Cent</i>
Protection of psychology as profession	
Certification and licensing of psychologists	10 <sup>1</sup>
Campaign against charlatans	6
Legislation affecting psychologists	4
Standards and ethics of psychologists	4
Roles of the psychologist	15
Specific accomplishments of psychology	13
Cooperation with allied professions	5
Contributions to social and community problems	7
Publicize APA and professional activities	5
Psychology in general	26
Other	3
No suggestions	44

N = 586

<sup>1</sup> Percentages total more than 100 because respondents made more than one suggestion.

The specific measures which members suggest for an APA program fall mainly into methods for

reaching the *general public*. In spite of their evaluation of other publics as being more important for the professional psychologist, members think in terms of the usual mass media of the press, the radio, and popular magazines when they are asked about what the APA should be doing.

The idea of a syndicated column and of a popular magazine which Division officers mentioned appears again with more support than might be expected from the open nature of the question. Only a minority of the whole sample made any suggestions about implementation (43 per cent).

TABLE 13

#### *Specific measures suggested by members for APA program*

	<i>Per Cent</i>
Emphasis upon mass media and general public	
Articles and releases in general circulation media	25 <sup>1</sup>
Own syndicated news columns or popular magazine	13
Own full-time press representative or APA press bureau	5
Releases utilizing professional science news writers	3
Popularly written books	2
Radio programs	7
Documentary movies	4
Emphasis upon professional public	
Interdisciplinary contacts in conferences and cooperative projects	8
Articles in professional journals	6
Emphasis upon other specialized public	
Pressure on legislators	7
Psychological services within own community	3
Good teaching of psychology	4
Setting up of speakers' bureau	5
Personal contacts	7
Other	5
No suggestions	57

N = 586

<sup>1</sup> Percentages total more than 100 because respondents made more than one suggestion.

#### CONCLUSIONS

The findings of both surveys can be summarized as follows:

(1) There is a great deal of activity being carried on by individual members, by the divisions, and by the geographical affiliates which is presumably making for acceptance of psychology and psychologists by our fellow scientists and by professional practitioners. This finding can also be found in Ruth S. Tolman's report of the interprofessional relations of clinical psychologists.

(2) Attitudes of members and officers support a broader program of public relations for the APA. The feeling that we should confine ourselves to our



professional duties and let public relations take care of themselves is voiced by only a tiny fraction of the membership. In general, the ideas of members about public relations tend to be ambitious and expansive. Moreover, both APA members and officers of local organizations are under the same impression that not enough is being done by the APA in the field of public relations.

(3) The most sharply focused concern of members has to do with the protection of the psychologist and the protection of the public in the clinical and applied field—problems of standards, certifica-

tion, licensing, and a clarification of the role of the psychologist are recurrent themes.

(4) The suggestions for implementation of a larger public relations program give emphasis to a greater role for the central office of the APA. There is no tendency to want curtailed activity at the local level among geographical groups and divisions but rather the belief that present activities could be increased and made more effective if the central office could give more help and more direction.

*Received July 18, 1950*

# ANNUAL REPORT OF THE EXECUTIVE SECRETARY: 1950

DAEL WOLFLE

*American Psychological Association*

THE most critical event of the past year for psychology was also the most critical event for the world: a period of uneasy international tension which we called a cold war flared up into a shooting war. The shooting is confined to Korea, but the struggle there and the international situation of which Korea is a symptom will mean changes in the lives of many of us. Collectively, it will mean changes in the profession and in the Association which represents the profession.

The problems we face in September 1950 are very different from those we faced at the beginning of World War II. The problems differ because the total situations differ. When Pearl Harbor was attacked we knew that we were in an all-out war. We were going to mobilize as rapidly and as completely as possible to defeat Hitler and his satellites. Now we are not in an all-out war. We are engaged in bitter fighting, but the situation does not yet call for full mobilization. The most important feature of today's problem is that we must mobilize, but only partly. We must do everything we can to prevent the Korean fighting from spreading to the rest of the globe, but we don't know how that can best be done.

These uncertainties make mobilization planning extremely difficult, and make difficult also the formulation of plans for balancing our military effort and our civilian industrial, educational, and research programs. In this uncertainty, a decision has been made that we will mobilize an armed force of approximately three million men. Mobilization to that extent makes increased demands for those with technical training. Last February, for example, there were dismal predictions that this year's class of engineers would be a drag on the market, that the country could not absorb the largest graduating class in engineering history. But jobs turned out to be more plentiful than men to fill them and industry is eager for more young engineers.

Similarly in psychology there is, and there will continue to be, a shortage of well-trained per-

sons, particularly those skilled in experimental and quantitative research. For mobilization requires an immediate expansion of psychological work. Psychologists know how to classify recruits, how to hasten their training and their adjustment to military life, and how to perform similar services for a rapidly changing civilian economy. Those skills are valuable in peacetime; they become doubly so in an emergency. So the mobilization will demand increased psychological work. But since the mobilization is only partial, it will not require all of our efforts.

It seems highly probable on the basis of present plans that the demands will be different for clinical psychologists than for other psychologists. Here are my expectations for both groups. Experimental, industrial, and social psychologists, and those who are expert in statistics and measurement, can anticipate several differences between the calls which will be made upon them in the coming months and those which were made during World War II. A major difference is that they will be used more for research and less for routine services than they were in the last war. A second difference is that the demands now foreseeable will be more for young members of the profession and less for the senior members. Moreover, it will usually not be necessary to call upon people who do not want to serve, because most of the positions will be civilian appointments and because the Air Force and the Navy have reasonably large pools of psychologists who hold reserve commissions; the Army is less fortunate in this regard. There will probably be individual exceptions here and there, but in the present situation it will not be necessary for a large number of psychologists to join the military effort who do not choose to do so.

For clinical psychology the picture is somewhat different. Clinical psychologists will be used primarily for screening and for diagnostic and therapeutic services with military personnel. Since they will be working directly and daily with officers and

enlisted men, in most cases they will be expected to be in uniform. To a greater extent than other psychologists, clinical psychologists will be asked to serve as commissioned officers.

Psychologists who served in World War II but who did not then serve as psychologists face a different set of possibilities. They are now exempt from induction, but a state of emergency would immediately make them liable to selective service procedures. Those who hold reserve commissions and who served as combat officers or as officers in some non-psychological specialty may be recalled for non-psychological duty.

With regard to all these groups let me repeat that I have been talking about the current partial mobilization. If we get into an all-out war, the situation will change rapidly and drastically. During the last war we were one of the most heavily mobilized professional groups in the country. In another war we undoubtedly would be again. But for as long as we are able to avoid a large-scale war, most of us will not have to leave our present positions.

There will, however, be changes in duties for some of us who stay in our regular jobs. For there will be increased opportunities, in fact increased demands, for psychological research in those areas which are likely to have military significance. During the past five years the military services—particularly the Navy—have been extremely liberal in supporting research which might never have military usefulness. The services will now have larger amounts of money available for research, but with the greater urgency that is upon them, they will want to spend more of that money on studies which may be useful in increasing the effectiveness of military operations. Sometimes it is possible to plan a research program which both helps to answer a practical problem and which also adds to fundamental knowledge. When that is possible, both science and application gain. Sometimes such a double goal is difficult or impossible to visualize. In such cases we will have a choice to make. For those who are interested, there will be many opportunities for research on practical problems. Those who prefer to work on more fundamental issues will probably not find military support as easy to obtain as it has been during the past few years, but they should continue their studies nevertheless. For the limited nature of our current mobilization

means that normal scientific endeavors should continue and progress.

The predictions I have made involve an assumption which is not now justified but which I believe will be justified. The assumption is that the nation will develop during the course of the next few months a reasonable policy of manpower utilization, a policy based upon the necessity of doing simultaneously two things. One is to build up our military preparedness. The other is to maintain, at as high a level as possible, our civilian industrial, educational, and research programs. It is essential that such a policy be developed, for it is essential that we maintain a balance between the civilian activities necessary for our continued welfare and preparation for a war which might come immediately, some years from now, or not at all.

At the present time we have no such policy. In the vacuum created by its absence I must warn you to expect agitation for all sorts of short-term piecemeal programs. One example is the National Science Foundation appropriation. After several years of consideration and debate, Congress last spring enacted and President Truman signed the National Science Foundation Act. On paper, the Foundation is now in existence. But it has no money. Ten days ago when an appropriation of under half a million dollars for the first year's organizational expenses was being considered in the House of Representatives, the appropriation was killed with the explanation that the House Appropriations Committee "believes that new programs which will not provide early aid to our defense effort should not be initiated at this time."<sup>1</sup>

This attitude represents an extremely shortsighted policy. We are not in a war which requires all of our efforts. Our future welfare, military as well as civilian, depends upon our scientific progress. The National Science Foundation can aid that progress; it should be started immediately.

Here is another example of the kind of piecemeal solution to existing problems that is being contemplated. The military services have not been able to secure by volunteer means all the doctors and dentists they need. Consequently, a bill designed to allow drafting of doctors and dentists up to the age of 50 was last week passed by Congress.

<sup>1</sup> Congress later appropriated \$225,000 for the first year's organizational expenses of the National Science Foundation.

If the bill had stopped there it would have been all right; it had medical, dental, and military support. But the version passed by the House of Representatives also provided for drafting men up to 50 in a long list of sciences which were called allied medical specialties. That list included physiology, biochemistry, industrial engineering, organic chemistry, biophysics, and psychology. Some members of these groups work in collaboration with medicine, but to list those sciences as medical adjuncts would constitute an unsound precedent for defining relations between science and medicine. Furthermore, such a list would have endangered not only civilian, but also non-medical military, utilization of scientists.

This bill nicely illustrates the dangers of having no overall manpower policy. The military services need doctors and dentists and should have them. But in their haste to provide medical services to the armed forces, the House of Representatives actually passed a bill which gave consideration to only one of the many needs for scientific talent. Fortunately, fast work by a number of people who are attempting to maintain some kind of manpower balance resulted in having the bill amended so that it will serve its primary purpose of securing medical and dental personnel for the armed services but will not endanger scientific activities by giving military medicine a blank check on the nation's scientific resources.

There is one other feature of the total situation on which I believe a more hopeful prediction is justified, both for the immediate period of partial mobilization and for a possible later period of fuller mobilization. That is that the nation will utilize its scientists and other highly trained specialists more effectively than it did during the last war. There was a good deal of wastage of scarce skills then, and both military and civilian leaders know it. A great deal of attention is therefore being given to the problem of making optimal use of highly trained and scarce personnel. The Personnel Policy Board of the Department of Defense is establishing policies and controls to insure more effective military utilization. The national policies to which I have hopefully referred will assure better civilian utilization and better military-civilian balances. For these purposes, however, we need better information than we now have concerning our total resources and our total needs. Steps to secure that information have already been started.

A national roster of natural scientists is in existence. One for engineers is being developed. And one for social scientists is in the planning stages. The Council of Representatives authorized the APA office to collaborate with the national roster in the immediate development of a roster of psychologists. I have already discussed plans for that roster with officials of the National Security Resources Board. We know from the experience of the last war that our roster will be an effective aid in seeing that psychologists are properly utilized in the years ahead.

I hope too that the position to which I am going next month will help in planning the best overall utilization of the nation's psychologists and of its other highly trained and highly able specialists. I accepted that position late in May. In the weeks following the Korean invasion I frequently had a guilty feeling that I was deserting the APA at a critical period in the Association's affairs. But normal scientific progress must continue, and the purpose of the project which I will be directing is to assess the national supply and the national needs—military, educational, industrial, research, and in other civilian capacities—for top-level talent in all fields which require long education and training. The information which our project will produce will be helpful in determining the available supply of scientists and in determining what portion of the supply can safely be assigned to any particular type of use in either peacetime development or in mobilization planning.

Psychologists have relatively little cause to worry about the effective utilization of our own group. In the first list of critical occupations released a month ago by the Department of Labor, clinical psychologists were included. In the last war there was relatively less misuse of psychologists than of any other scientific or engineering group. Partly the previous good record resulted from effective planning and administration by psychologists in the services. Partly it resulted from the work of the Office of Psychological Personnel which the APA and the National Research Council established to aid the military services and the war agencies in finding and appropriately using the psychologists they needed.

One reason why psychologists can anticipate even more effective utilization in the future is the greatly changed status of psychology which has come about between 1940 and now. Primarily responsible for



that change was the widespread demonstration from the early forties on that psychology had developed techniques of great usefulness in solving many military and emergency problems. Most of the psychologists who served in World War II returned to their civilian interests as quickly as they could after VJ Day, and many of them, I suspect, do not realize how favorably their work is remembered. But in the APA office we have frequent reminders. For the APA is now called upon as a consultant in many planning activities. When policies affecting scientists are under consideration by the Department of Defense, by the Selective Service System, or by some other agency, psychologists are represented. Informal meetings also include psychologists as a matter of course in discussions of such topics as the effective utilization of the nation's scientific resources. To those of you who remember the frustration of trying in the early forties to convince the military services and representatives of the other sciences that you could make valuable contributions to the war effort, let me say that you succeeded; we no longer have that job to do.

Psychology and the APA have also changed since World War II. There are more of us and we are better organized. We have established our headquarters in Washington, and having the office there has made it easier for us to give frequent help and advice on many questions that have come up during the past five years. Our placement service has been of continuous assistance in finding people to do special jobs. The judgment of the APA has been brought to bear on psychological problems of the military and other federal agencies. Now, as

problems increase, the APA is well known and no longer has to make its way. The channels of communication are established for psychologists to express their collective judgment on matters which affect them and on ways in which they can be useful.

In conclusion, let me point out that an examination of the nature and stage of development of psychology itself explains why the predictions I have made are reasonable. Considered as a science in comparison with other sciences, psychology is in a still undeveloped stage. But psychologists are the possessors of a body of extremely useful techniques of research and measurement. Our work on the development of tests of ability, achievement, and personality, in public opinion work, in measuring human capacities and differences, in learning and perception and motivation, in studying interpersonal and intergroup relations, have given us a sound knowledge of how to solve a number of problems which in a period of emergency become of highly critical importance. But the number of people who are masters of these techniques is limited. It is therefore in the national interest to see that the number is increased and to see that those who now possess these skills are properly utilized. At the same time, the possession of such skills carries a responsibility that they be used in the national interest. In this dangerous and uncertain period of history, it is the responsibility of psychologists to contribute their specialized knowledge to whatever effort proves necessary to preserve our ideals of freedom and liberty for the peoples of the world.

*Received September 7, 1950*



CARL I. HOVLAND

*Chairman of the Department of Psychology, Yale University*  
Board of Directors of the American Psychological Association  
President of the Eastern Psychological Association

## Across the Secretary's Desk

### NOISES FROM A NEWCOMER

During the past month the Executive Secretary has tried, somewhat against his temperamental grain, to follow a policy of being seen but not heard. He will continue this policy for a while in relating to the many agencies and individuals outside the APA with which the central office has dealings. Continued silence, however, can be a threatening thing. One never knows what uncomplimentary or nefarious things the silent man is thinking about; thus anxiety occurs, particularly if the behavior of the silent one is at all important to the frustrated listener.

The behavior of the Executive Secretary is, at least in some small degree, important to members of the APA. He can do things, or fail to do things, which affect their well-being. And many individuals will be faced with the necessity of doing business with him. Because this is so, the Executive Secretary ought not to remain silent. He ought to make noises that give the members cues about the sort of person he is, about the sorts of biases he has, the sorts of mistakes he is likely to make, the general sort of behavior he can be expected to engage in.

Cue-giving noises might take the form of autobiography. Or they might take the more succulent but potentially more embarrassing form of public self-analysis. Or they might be a wise, Wolffe-like essay on some topic of general concern to the science and to the profession of psychology. The form they *will* take on this occasion is that of a short series of impressions about the APA and its central office, impressions that have somehow risen into structured form out of the complex, buzzing confusion that results from trying on Dael Wolffe's shoes and exploring some of the paths he has, for the past five years, walked with great skill and assurance.

The novice's close-up exposure to the central office gives rise to experiences the *content* of which may be of some interest to members of the Association. There is something of a Man-from-Mars phenomenon here. It will perhaps be more important, however, that by perceiving the values that work their way into sentences and by reading the attitudes rearing their heads between words, people

will gain some initial basis for reacting to Dael Wolffe's successor. Some will be comforted by the intuitions these paragraphs set off. That is good. Others will be worried. In the long run that also is good; for human interaction that is too comfortable is probably unproductive.

At any rate, as Executive Secretary of the APA since October 1, 1950, I state the following observations concerning the American Psychological Association and the functioning of its central office.

1. During the past five years the business of the central office has been conducted with what appears to me a remarkable degree of effectiveness. There has been wise, equitable, and broad-gauged concern for the interest of each of the subgroups of the Association. The representation of psychology to outside agencies and organizations has always been in accord with the highest ethical standards, has been based on a very wise understanding of the nature of psychology and psychologists and has led both to more opportunities and to more responsibilities for our science and profession. The impressive amount of routine work required of this office has been handled with an efficiency that many offices still aspire to. The 7,300 members of the Association owe much to Dael Wolffe. He has been a loyal and effective servant of American psychology.

2. In studying the details of the Association's actions for the past few years, I get the firm impression that psychologists, more than anybody else on earth, have trouble handling day-to-day administrative affairs. Operating either as individuals or as groups they spend a good deal more time and effort per decision than do other people. They clearly have more trouble than do business men or public officials. Sometimes they seem even more paralyzed than a college faculty when it is in a mood to savor trivialities and to debate at great and scholarly length all possible angles, relevant or not. I do not think that psychologists are prone to the trivial nor do I think they are really indecisive people. I think that decisions come hard to them because they live more intricately than other people. The psychologist's phenomenal world is more complex. He operates in accordance with an involved and explicitly conscious pattern of values. He con-

siders motivations—his own and those of others. He empathizes strongly with the single individual. He has few logic-tight compartments and he is trained to think in terms of continua rather than in the black-white terms so conducive to cheap and easy decisions. All these factors serve to complicate action. Elaborate things happen between stimulus and decisive response. But it seems to me that in the long run psychologists' decisions are of sufficiently high quality to make very worthwhile the trouble they entail.

3. Another thing that immediately strikes a newcomer to this office is the enormous amount of volunteered work involved in keeping the Association moving and on, or off, an even keel.

There are nine important standing committees of the APA. For the coming year there are fifteen special committees and more will be appointed. All these committees meet and work and report. The Council of Representatives works. Members of the Board of Directors work. Their home desks are rarely free of APA business. The officers of the Association work; for we have no purely honorary positions in our organization. Even the President works, sometimes very hard. Added to all this work is the time and thought involved in the annual thousands of letters coming from psychologists to this office bringing information or complaints or suggestions of relevance to the advancement of psychology. And there have been many recent letters from very busy people bearing sincere offers of help to the Association.

Although not many psychologists really want to conceive of themselves as devoted to anything, and although "devotion" is not an oft-encountered psychological construct, it seems to me that behavior like this on the part of people who can expect no negotiable reward must be interpreted in terms of some such underlying variable.

4. I have long had the notion—perhaps a wishful one—that almost any psychologist has a relatively great ability to guide his own behavior in accordance with honest and intelligent insight. Even if this were so, there is no real reason to expect that an *organization* of psychologists would have the same ability, for the characteristics of groups of people are not to be derived additively from the characteristics of component individuals. If you start worrying about psychologists as an organization, however, you can easily come down with the

idea that the APA somehow *ought* to conduct itself, more so than other organizations, by the light of clearheaded analysis. If that sort of notion sets in, it is easy to start wondering how much we, as an organized social entity, understand ourselves. And it is easy to reach the conclusions (a) that we know very little about ourselves and (b) that if we knew more we could be more consistently wise in running our present and planning our future. Where do we come from? What are we really like? How are we perceived by other people? What are our motivations, our schisms, our similarities, our common aspirations? Perhaps if we really knew the answers to these questions we could give ourselves better counsel over the years to come.

Let's take one or two of these questions and elaborate them a little. One gets the impression on walking into almost any undergraduate class in psychology that here is a peculiar, a clearly selected, group of people. They are just not like the people in the Shakespeare class across the hall or in the physics lab three floors below. At the graduate level, the impression is even stronger. Psychology students are perceptibly but at the moment undefinably different from law students or medical students or PhD aspirants in philosophy or sociology or Semitic languages. Of course it is still possible to see decided differences among psychologists. The man who wants to spend his life working on the inner ear is different from his colleague who is fascinated by the Szondi test. But these differences, like differences within a family, appear relatively small when these two people stand side by side among Orientals or the Joneses from across the street or philosophers or surgeons. I would state the hypothesis that with respect to personality variables as well as perhaps demographic ones, psychologists have much in common, much to set them off from other people.

At an entirely different level it is possible to ask questions—perhaps questions of considerable merit—about the role of psychology in modern American society. Why, for example, has psychology flourished more in this society than in any other in the world? Is there something peculiar to our society that nourishes our science and demands the services of our profession? What effect, if any, are we having on our culture? What effect can we have?

These are all answerable questions. To these and many like them we may need answers if we are



to react to ourselves most adaptively and plan the most satisfactory future. It may be wise to focus some of our own research techniques on the problem of ourselves.

FILLMORE H. SANFORD

### MANPOWER UTILIZATION UNDER THE SELECTIVE SERVICE ACT

Our new Executive Secretary has asked me to sit in his chair for a few minutes and tell you about the plans for deferring college students and professional personnel under the Selective Service Act.

Dael Wolfe has already given us an excellent summary of the professional man-power situation in this column in the August issue of the *American Psychologist*. In his article, *Draft, Deferment and Scientists*, Wolfe emphasized the problems of effective manpower utilization for what will likely be a continuing period of partial mobilization. He also outlined the current policies with respect to the deferment of college students and professional persons, both for persons subject to Selective Service and those in reserve or National Guard units. He points out the failure of these policies to add up to an effective overall plan for manpower utilization. Finally he calls attention to the advantages of a National Scientific Service as a device for the most productive assignment and utilization of scientific manpower.

The total situation remains somewhat confused. There are still a large number of different federal agencies with more or less responsibility for policy decisions. As yet there is no really effective coordination of such policies. Under these circumstances each agency is attempting to develop wise policies and practices of manpower utilization within the framework of its allocated responsibilities.

The Selective Service System is one of these many agencies concerned with manpower utilization. Its responsibility and authority are laid down in the Selective Service Act of 1948 (Public Law 759). Most people know that this act provides for the maintenance of an adequate flow of men to our armed forces but are surprised to learn that the same act declares "that adequate provision for national security requires maximum effort in the fields of scientific research and development, and the fullest possible utilization of the Nation's

technological, scientific and other critical manpower resources."

As advisors with respect to policies concerning the classification of scientific, professional and specialized personnel, General Lewis B. Hershey, Director of Selective Service, appointed six Scientific Advisory Committees in the fall of 1948. These six committees (Agricultural and Biological Sciences, Engineering Sciences, Healing Arts, Humanities, Physical Sciences, and Social Sciences) each consisted of four persons representing different fields of specialization. Dr. M. H. Trytten of the National Research Council served as General Chairman and the writer served as a member on the Committee in the Social Sciences.

After a series of joint meetings, these Committees agreed upon a series of recommendations and submitted them to General Hershey in December, 1948. By that time, the needs of the armed forces were being met by enlistments and hence the recommendations were not implemented. However, with the Korean crisis and increased manpower needs, the Committees were again convened to review the general problem and consider the possible desirability of revising the previous recommendations. With certain minor modifications, the previous recommendations of the Committee were unanimously reaffirmed, then were submitted to General Hershey and released to the press on October 5th.<sup>1</sup> While these recommendations have not yet been adopted as Selective Service Policy, they have been "accepted in principle" by General Hershey and "endorsed in principle" by a Committee of the National Research Council and by the most recent convention of the American Council on Education. It appears likely that they will be implemented by Local Board memoranda at an early date.

In brief, the Committees' recommendations seek to provide both for the continued *training* of scientific and professional personnel in all fields of specialization and for the more effective *utilization* of persons already trained. In order to assure an uninterrupted flow, through training, of superior persons in all fields, the plan provides for deferment of college students in Class II A (s) according to the following principles:

a. Eligibility for deferment is limited to students

<sup>1</sup> The recommendations were published in the October 20 issue of *Science* (*Science*, 1950, 112, 479-483).

with an AGCT equivalent score of 120 or above on a general aptitude test to be administered nationally at least twice per year.

b. Eligibility for deferment is further based on educational accomplishment as follows: sophomores must have made an academic record which ranked them above the 50th percentile of their freshman class (by institution, school or curriculum, at the discretion of the institution). Similarly, juniors must have ranked above the 33rd percentile of the sophomore class and seniors about the 25th percentile of their junior class. Graduate and professional students must have ranked in the upper half of their senior class and be certified as making satisfactory progress and likely to meet all requirements of the degree program in which they are currently enrolled. Since under the Selective Service Act, classification of any registrant is valid for only one year, reclassification of a college student would be permitted if (a) the student maintains his eligibility, (b) presents evidence of intent to continue training the following year and (c) presents a plan for utilizing the summer vacation in a manner approved by his college or university as forwarding his training program.

In order to increase the probability of more effective utilization of trained scientific and professional personnel, our recommendations provide that a student, on completing training, shall be retained in Class II A (s) for a period of four months. This is to provide him an opportunity to select on appropriate professional position. At the end of this period, he is again subject to reclassification and is eligible for classification in category II-A (Occupational Deferment) if: (a) he is fully engaged in a professional pursuit in an activity for which generally the nature and degree of his training are requisite and (b) the activity itself is one that is essential to the national health, safety, or interest.

To facilitate classification by the local draft boards of trained scientific, professional, and specialized personnel, we are recommending that the Selective Service System expand its central administrative organization to include special advisory committees. Each of these committees, of which there should be five or more covering the major areas of specialized training, should consist of six qualified members, including at least one member familiar with the specialized needs of the armed

services in the fields covered by the committee. We are further recommending that each committee be assisted by a full-time executive secretary qualified in the field of the committee and attached directly to the office of the Director of Selective Service.

We envisage the following responsibilities for these advisory committees: (a) to advise the Director of Selective Service and through him the State Directors and local draft boards on specialized personnel needs of military and essential civilian activities; (b) to make recommendations to local and appeal boards on the disposition of cases involving specialized personnel. Furthermore, each advisory committee is expected to define the functions within its fields and to evaluate the needs, both civilian and military, for personnel with specialized training within those fields. In view of the importance of psychologists in both military and civilian pursuits, it is practically certain that psychology will be represented on one or more of these advisory committees. In this connection, it is the current thinking of the members concerned with the Social Sciences and the Humanities that occupational deferment for persons in these fields should be considered only for persons with at least one year of graduate training.

These recommendations, unanimously agreed to by a heterogeneous group representing a wide variety of interests, training, and experience, are based on the firm conviction that the long-term welfare of our nation requires the continued training and effective utilization of superior persons in all fields of knowledge and practice. The recommendations for both training and utilization are flexible enough to permit varying the distribution of personnel between military and civilian needs as future situations may require while at the same time avoiding serious dislocations of educational programs.

None of us on these Committees believes these recommendations to constitute the ideal solution to all of the Nation's manpower needs. However, after considering many alternative proposals, we are convinced that they represent the best possible policies within the framework of the Selective Service Act and we ask that they receive the support of all scientific and professional groups.

E. LOWELL KELLY

## Psychological Notes and News

**Stuart W. Cook** has been appointed head of the department of psychology in the Graduate School of Arts and Science, New York University. He was previously director of research of the Commission on Community Interrelations of the American Jewish Congress.

**Jack N. Peterman**, formerly of the University of Michigan, has accepted the position of research psychologist in the Audio-Visual Research Division of the Human Resources Research Laboratories, Bolling Air Force Base, Washington, D. C.

**Charles S. Bridgman** has been appointed director of the Bureau of Industrial and Applied Psychology, University of Wisconsin. Dr. Bridgman was formerly head of the Human Engineering Branch, Special Devices Center, Office of Naval Research, Port Washington.

**John Withall**, formerly of Brooklyn College, is now an associate professor in the School of Education and acting director of the Psychological Services Center of the University of Delaware.

**Andrew L. Comrey**, formerly of the University of Illinois, and **Alfred Jacobs**, formerly of the State University of Iowa, has joined the faculty of the University of Southern California as assistant professors.

**Arthur Canter**, formerly of the State University of Iowa, has been named clinical psychologist at the Institute of Psychological Services of Illinois Institute of Technology.

**W. Leslie Barnette, Jr.** has been appointed assistant professor in the Department of Psychology and chief vocational counselor in the Veterans' Testing and Guidance Service of the University of Buffalo.

**Gordon W. Allport** and **Gustave M. Gilbert** were recipients of special awards at the September annual meeting of the APA. Dr. Allport was awarded the Kurt Lewin Memorial Award for 1950. SPSSI presents this medal annually to "the person who has contributed most significantly to the development and integration of psychological research

and social action." The Lewin Memorial Lecture, a feature of this occasion, was given by Dr. Allport on the topic, "Prejudice: A Problem in Psychological and Social Causation."

Dr. Gilbert won the Edward L. Bernays International Tensions Award, a U. S. Savings Bond of \$1,000, for contributing to the problem of reducing international tensions. This award is also sponsored by SPSSI. The basis for Dr. Gilbert's award was his recently published book, "The Psychology of Dictatorship," summarizing his findings as a psychologist at the Nuremberg War Crime trials, and discussing some of the basic principles underlying the development of dictators.

**Walter Van Dyke Bingham** was the guest, September 6, 1950, at a meeting and dinner arranged in his honor at Pennsylvania State College by a group of psychologists employed in industry and by former faculty members and students associated with him when he was the director of the Division of Applied Psychology at Carnegie Institute of Technology from 1915 to 1923. Marion A. Bills presided at the afternoon session. Addresses were made by Bruce V. Moore, Herbert G. Kenagy, Thelma Gwinn Thurstone, Leonard W. Ferguson and Orlo L. Crissey. In the evening, C. Frederick Hansen presided at the dinner in tribute to Dr. Bingham. A welcoming message was given by Bruce V. Moore. Witty and serious addresses were given by M. Jay Ream and L. L. Thurstone. Dr. Hansen read letters of appreciation from former students, and announced that an honorary doctorate would be conferred upon Dr. Bingham at the Centennial celebration of Illinois Wesleyan University, September 20, 1950.

**Darrel J. Mase** resigned as chairman of the Curriculum for Training Teachers for the Handicapped at the State Teachers College, Newark, New Jersey, to accept a position as coordinator of the Florida Center of Clinical Services at the University of Florida.

**E. Terry Prothro** has been granted leave of absence from the University of Tennessee to accept an appointment as professor of psychology at the American University of Beirut, Beirut, Lebanon.

The American Catholic Psychological Association held a luncheon and an afternoon meeting on the Wednesday during the APA convention at Pennsylvania State College. This organization is limited to professional psychologists and exists for a two-fold purpose: (1) to advance the acceptance of scientific psychology in Catholic circles; and (2) to further the integration of scientific psychology with a Catholic viewpoint.

The Association takes two chief means to the accomplishment of its aims: (1) It encourages qualified Catholic psychologists to join the APA and to take part in its activities. The annual meeting of the Association is held at the same time and place as the APA convention. (2) It provides an opportunity for the consideration of psychological questions which are of particular interest to, or which offer special problems for, Catholics. This fall the Association will inaugurate a newsletter as an organ of communication among its members.

The membership requirements of the APA have been adopted, and the Association has two classes of members: (1) Constituent—those who are prior members of the APA; and (2) Associate—those who have the qualifications for APA membership, although they are not actually members of the latter organization. The Association at the present time has 213 constituent and 56 associate members, distributed over 28 states, the District of Columbia, and Canada.

The officers of the Association for 1950-51 are: John W. Stafford, President; Joseph F. Kubis, President-elect; William C. Bier, Secretary; M. Gertrude Reiman, Treasurer; Paul H. Furfey, Harry V. McNeill, James F. Moynihan, and Alexander A. Schneiders, Board of Directors. Additional information about the Association may be secured from the Executive Secretary, Psychology Department, Fordham University, New York 58, New York.

The University of Santo Tomás de Villanueva announced the inauguration on October 31 of a Professional School of Psychology operating as a branch of the university. José I. Lasaga will be the director of the new school.

The Community Child Guidance Clinic of Washington University, St. Louis, announces the appointment of Loretta Cass as senior clinical psychologist and Lee Burns as intern in psychology.

The Personnel Laboratory has added Naomi Stewart to its New York staff in the capacity of research psychologist, and James F. Hickling as psychologist in its Toronto Office.

The Personnel Research Section, AGO, has announced two recent changes in staff responsibilities. Erwin K. Taylor has been assigned to the newly created position of contract research officer and will devote full time to this phase of the Section's program of research on selection, classification, evaluation, management, and utilization of personnel. Edward A. Rundquist has been promoted from head of the Performance Evaluation and Rating Research Unit to chief of Technical Operations and Control. He and Charles I. Mosier, chief of Research and Analysis, are responsible respectively for programming the Section's activities and for directing in-service research. Donald E. Baier continues as chief of the Personnel Research Section.

APA dues bills for 1951 were sent out by first-class mail on October 31. If you have not received yours, would you please write to the APA office to ask for a duplicate.

The APA basic dues, dues for extra divisions, and the subscription prices for non-member journals are the same in 1951 as in 1950. The special assessments for the Division of Clinical and Abnormal Psychology have been reduced fifty cents per member compared with 1950, and the Division of Counseling and Guidance Psychologists have a special assessment of \$2.00 for the first time.

Prompt payment of dues insures uninterrupted receipt of the journals. Last year the members paid more promptly than in any previous year; perhaps this trend can be continued.

The date of the annual meeting of the APA for 1951 has been changed. Though APA meetings have for the last few years started on Monday, the meeting for 1951 will be held on Friday through Wednesday, August 31 through September 5. The Council voted to try middle-of-the-week travel as soon as possible; the Convention Bureau of Chicago and the Hotel Sherman have been able to make the change for 1951.

The Thirteenth International Congress of Psychology, which will be held July 16-21, 1951, at Stockholm, has announced that applications for



membership should be submitted to the Secretariat at the earliest possible date. It would greatly facilitate the organizational work of the Congress if the titles of proposed lectures are submitted to the Congress Committee as soon as possible, but not later than March 15, followed by a summary of from 300 to 500 words by May 15. These summaries are to form the basis of the publication, "Proceedings of the Congress," which will be given to each member. The duration of the sectional lectures is limited to 15 minutes. Projectors for slides and films will be available. There will be an opportunity for the demonstration of technical equipment, but the Congress Secretariat should be informed in advance because of necessary customs formalities. The Congress fee is 50 Swedish Crowns for Members and 25 Swedish Crowns for Associates. There will be an informal reception on Sunday, July 15, at 9 P.M.; the opening meeting will take place on Monday, July 16, at 11 A.M.

Requests for hotel accommodations should be made before February 1, 1951, through the American Express Company, which is the official travel agency of the Congress. Information concerning travel, visas, currency regulations, etc., may also be obtained through this company.

The application forms for membership in the Congress and for accommodations through the American Express may be obtained from the APA Central Office.

Members who plan to attend the Stockholm Congress may be interested in two other European meetings to be held following the Congress: The Association Internationale de Psychotechnique, Gothenburg, July 24-28, and the British Association for the Advancement of Science, Edinburgh, August 6-12.

A Psychology Study Tour, visiting the main laboratories, clinics, and other centers of psychological activity in Western Europe, is being organized (on a non-profit basis) for next summer under the leadership of Professor Goodwin Watson, Teachers College, Columbia University. Members will attend the Stockholm Congress. The itinerary will include England, Norway, Sweden, Denmark, Germany, Switzerland, and France.

Corrections should be made in the 1950 *Directory* as follows:

Page 63. Mr. William E. Henry. Change AM 24 to *PhD* 45 and F 14 to A 8.

Page 237. Add name of Hans J. Eysenck to list of Division 8 Fellows. He is incorrectly listed as an Associate.

Page 240. Add name of Wayland F. Vaughan to list of Division 9 Fellows. He is incorrectly listed as an Associate. Change his biographical entry to show his division status as F 9, 20.

Page 241. Add name of Ralph K. White to Division 9 Associates. Change his divisional status in his biographical entry to A 8, 9.

Page 245. Add name of Jack F. Little to Division 12 Associates. Change his biographical entry to A 9, 12; '49.

Page 248. Add name of Vernon G. Schaefer to list of Division 14 Fellows. He is incorrectly listed as an Associate.

Page 251. Add name of Emmett A. Betts to list of Division 16 Associates. He is incorrectly listed as a Fellow. His biographical entry should read A 16; F.

Page 251. Add name of Thelma Grady Voorhis to list of Division 16 Fellows. She is incorrectly listed as an Associate.

Descriptions of ongoing research projects are now being made in two fields of study in which psychologists are engaged. *The Inventory of Research in Racial and Cultural Relations*, a publication of the Committee on Education, Training and Research in Race Relations, University of Chicago, 4901 South Ellis Avenue, Chicago 15, Illinois, is conducting its third annual survey. Psychologists who are conducting studies in these areas should write for the questionnaire form.

Ongoing research projects in child life are described in a publication called the *Clearinghouse*, Children's Bureau, Federal Security Agency, Washington 25, D. C. This publication also has a questionnaire form for reporting studies.

*British Journal of Delinquency* is the title of a new journal which will appear quarterly, starting with the issue of July 1950. It is the official organ of the Institute for the Study and Treatment of Delinquency. The subscription price is \$4.00, and orders should be addressed to Bailliere, Tindall & Cox, 7 and 8 Henrietta Street, London, W. C. 2.

Psychological Book Previews is a new quarterly which will start publication in January 1951. Each issue will have 40-50 descriptive summaries of books of interest to psychologists, written by the

authors before their books appear. Each issue will also contain a bibliography of over 300 critical book reviews. The journal will be edited by John W. French. The subscription price is \$4.50, and orders should be addressed to 31 Markham Road, Princeton, New Jersey.

**Sources of psychological apparatus.** A list of manufacturers of psychological apparatus has been prepared by Paul E. Fields, Arthur L. Irion, Arthur W. Melton, Wilbert S. Ray, and Benton J. Underwood, secretary, Department of Psychology, Northwestern University, Evanston, Illinois. Copies of the list are free and may be secured from the committee's secretary or from the APA office.

**The American Board of Examiners in Professional Psychology** has, in five previous issues of the *American Psychologist*, announced the award of its diplomas to 812 members of the APA in the indicated professional specialties. The Board announces herewith the award of its diplomas to another 61 members of the APA in the indicated professional specialties. These six announcements represent the award of 873 diplomas to senior members in professional fields of psychology, on the basis of a review of individual qualifications.

#### CLINICAL

Alozery, Jesse J.	Matthews, Helen
Ball, Richard S.	Miller, Elsa A.
Brown, Thelma E.	Murray, M. E. Miriam
Cameron, Norman A.	Newland, T. Ernest
Comins, Edith S.	Nicholson, Doris E.
Conway, Catherine E.	Parker, Maryalys S.
Crowley, Agnes	Penningroth, Paul W.
Fenton, Norman	Porter, Elias H., Jr.
Ford, Mary	Redl, Fritz
Fowler, Oliver D.	Riley, Virginia Lewis
Gardner, L. Pearl	Schwartz, Bert D.
Hardy, Martha Crumpton	Selig, Kalman
Hilgeman, Alvin P.	Sloan, William
Holzman, Eleanore Grushlaw	Smith, Burke M.
Hunt, Thelma	Speck, Miriam P.
Kirkner, Frank J.	Van Tuyl, Mary C.
Lurie, Olga Rubinow	Weisskopf, Edith A.
Marquit, Syvil	

#### INDUSTRIAL

Barmack, Joseph E.	Macmillan, John W.
Chesler, David J.	Orlansky, Jesse
Fitts, Paul M., Jr.	Smith, Kinsley R.
Hackman, Ray C.	Taylor, Franklin V.
Jackson, Theodore A.	Vaughn, Charles L.
Likert, Rensis	

#### COUNSELING AND GUIDANCE

Anderson, Gordon V.	Hewer, Vivian Humphrey
Carter, Gerald C.	Kawin, Ethel
Casner, Daniel	Miner, Robert J.
Clark, Willis W.	Obermann, C. Esco
Collins, DWane R.	Polmantier, Paul C.
Cornehlisen, John H., Jr.	Richardson, LaVange H.
Feder, Daniel D.	Zlatchin, Phillip J.
Gilbert, William M.	

In a recent listing of diplomas awarded by the Board, the field of specialization for Leo R. Kennedy was listed as clinical psychology. This listing is incorrect inasmuch as his diploma was awarded in the field of counseling and guidance, and the Board takes this opportunity to make a formal correction of its earlier error in listing.

JOHN G. DARLEY,  
Secretary

Grants in support of clinical psychology training programs were awarded under the provisions of the National Mental Health Act by the National Institute of Mental Health to the institutions named below for the period July 1, 1950 to June 30, 1951:

#### CONTINUATION GRANTS

Boston University	**
University of California (Berkeley)	*
University of California (Los Angeles)	*
University of California, The Medical Center	*
Catholic University of America	**
University of Chicago	*
University of Cincinnati	**
Clark University	*
University of Colorado	**
Columbia University	*
Connecticut State Hospital	***
Duke University	*
Harvard University	*
University of Illinois	*
University of Illinois, School of Medicine	*
Indiana University	*
State University of Iowa	*
Judge Baker Guidance Center	*
University of Kansas	**
University of Kentucky	**
University of Louisville, School of Medicine	*
Menninger Foundation	*
University of Michigan	*
University of Minnesota	***
New York State Psychiatric Institute	*
University of North Carolina	**
Northwestern University	*

Ohio State University  
 Pennsylvania State College  
 University of Pennsylvania  
 Purdue University  
 University of Rochester  
 University of Southern California  
 Stanford University  
 University of Tennessee  
 University of Texas  
 Tulane University of Louisiana  
 Washington University (St. Louis)  
 University of Washington (Seattle)  
 Western Reserve University  
 Wichita Guidance Center  
 University of Wisconsin  
 Worcester State Hospital  
 Yale University

## NEW GRANTS

University of Buffalo  
 School District of the City of Dearborn  
 University of Illinois, School of Medicine  
 Indiana University Medical Center  
 New York University Graduate School  
 University of Pittsburgh  
 Vanderbilt University

\* Grant includes teaching and stipend funds.

\*\* Teaching grant only.

\*\*\* Stipend grant only.

Teaching grants are given to training centers for the expansion, improvement, and establishment of training programs in clinical psychology. These awards may be used for staff, equipment, or any training purpose indicated in the institution's application. Grants are also made to provide training stipends to trainees nominated by the institution receiving these funds. Stipends might be called graduate fellowships, but the term stipend serves to differentiate these awards from research fellowship appointments.

The American Psychological Association received a grant for the use of its Committee on Training in Clinical Psychology.

SSRC's faculty research fellowships, awarded for three-year terms, enable the recipient to devote half his time to his own research while carrying on a reduced schedule of teaching at his own institution. The fields of study represented in the 1950 awards were government, economics, and psychology. Charles E. Osgood, associate professor of

psychology at the University of Illinois, will carry forward experiments in the application of quantitative measurement of semantics.

Four psychologists received SSRC research training fellowships: Richard Jessor, Ohio State University, for research on the interpersonal concepts in relation to learned needs and class status; Martin Kohn, Yale University, for a learning theory analysis of the process of socialization; Edward O. Swanson, University of Minnesota, for a comparison and followup of high ability high-school students with respect to their nonacademic achievement; and Allen L. Edwards, University of Washington, a post-doctoral fellowship for study and research on personality development and psychodynamics in relation to social attitudes. Dr. Edwards will study during the year at the University of Chicago and the University of Michigan; however, he will receive mail as division secretary at the address given on the inside front cover.

SSRC announces that the closing date for fellowship applications for 1951-52 is January 15, 1951. Inquiries, which should indicate age, academic status, vocational aims, the nature of the proposed training or research, and the type of assistance desired, should be addressed to the Washington office of the Social Science Research Council, 726 Jackson Place N. W., Washington 6, D. C.

Scholarships in Graduate School of Education, Harvard University. Apply for admission to Mr. Judson T. Shaplin, Assistant Dean. Stipends vary from \$500 to \$1000. In exceptional cases of need and excellence, awards may exceed these amounts. Apply by April 1 to Dr. D. V. Tiedeman, Chairman, Scholarship Committee, 40 Quincy Street, Cambridge 38, Massachusetts. Educational psychology, guidance and student personnel work, and educational measurement are some of the areas in which training is offered.

Internship for one year beginning July 1, 1951. MA in clinical psychology required although no work experience necessary. Salary \$2,460 per year for 48-hour week. Arrangements can be made for living quarters on the grounds. Apply to Miss Beatrice Mosner, Wayne County General Hospital, Eloise, Michigan.

Teaching assistantship, MA, or at least two years' graduate work; either sex. Salary range,

\$1,500-1,800, depending on number of hours. Apply to Brandeis University, 415 South Street, Waltham, Massachusetts.

**Psychometrist**, MA, woman; experience with children and public speaking required; duties involve testing and some casework. Salary range, \$3,000-4,000. Apply to Des Moines County Mental Health Center, 522 N. Third Street, Burlington, Iowa.

**Clinical psychologist**, PhD, either sex; two years' experience, including one year's internship, required; to work with adolescent delinquent girls. Salary range, \$4,200-5,100. Apply to Dr. Albert Ellis, Department of Institutions and Agencies, Diagnostic Center, Menlo Park, N. J.

**Clinical psychologist**, PhD with one year's internship, or MA with three years' experience; duties involve responsibility for testing, research, training, and participation in therapeutic program. Beginning salary, \$4,140 plus \$240 for cost of living; complete maintenance available at deduction of \$316 per year. Apply to Connecticut State Hospital, Middletown, Connecticut.

**Internships**, BA, either sex, age limits 21-35. Stipend, \$2,208. Apply to Chief Psychologist, Massillon State Hospital, Box 540, Massillon, Ohio.

**Clinical psychologist**, either sex, MA, with one-year's experience including some work with psychotics or a suitable internship; duties involve diagnostic testing of psychotic adults, therapy or research, depending upon individual qualifications. Salary range, \$250-310 plus maintenance. Apply to Dr. W. C. Brinegar, Superintendent, Cherokee State Hospital, Cherokee, Iowa.

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